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ABSTRACT

This document contains nine individualized learning packages for use by elementary and secondary students on the forms and functions of local, county, and state governmental units. The learning activities packages and teacher's guides in this bulletin were developed during a citizenship education workshop. The units explore use of county agencies, agencies which aid during disasters, the functions of county commissioners, the county executive form of government, county social service agencies, state government, planning and zoning, and interest groups. Each unit includes both the individualized instruction package for the student and the teacher's guide. The student package includes pre- and posttests, sequential learning activities, and supplementary activities and resources. The learning activities are based on material available from the Carroll County Public Schools. (JR)

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STATE AND LOCAL GOVERNMENT

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"A Front View of the State House etc. at Annapolis the Capital of Maryland" from the Columbian Magazine, *February 1789.*

SP 008 455

CARROLL COUNTY WORKSHOP
CITIZENSHIP EDUCATION

EXPERIMENTAL MATERIALS

Maryland State Department
of Education
Division of Instruction
Linthicum, Maryland 21090

Carroll County Public Schools
Office of Social Studies
Westminster
Maryland 21157

SUMMER 1974

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INDIVIDUALIZED INSTRUCTIONAL MATERIALS ON STATE AND LOCAL GOVERNMENT

DEVELOPED AS PART OF A CITIZENSHIP EDUCATION PROJECT FUNDED BY THE MARYLAND STATE DEPARTMENT OF EDUCATION

CARROLL COUNTY BOARD OF EDUCATION
WESTMINSTER, MARYLAND

SUMMER 1974

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The learning activities packages and teacher's guides in this bulletin were developed during the Carroll County Citizenship Education Workshop funded by the Maryland State Department of Education. Designed for use by elementary, middle and high school students, they facilitate individualized instruction on the forms and functions of local, county and state governmental units. Permission to reproduce these materials on a non-profit basis is hereby granted to school systems in the state of Maryland. Please include the following credit line on all duplicated materials.

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This instructional material was developed under a "Citizenship Education" grant from the Maryland State Department of Education. It is the product of the cumulative efforts of teachers from Carroll, Frederick, and Howard counties. Reflected in the organizational strategy of the attached curriculum materials, is the need to be accountable for meeting instructional aims and goals. Thus, much attention has been given to the development of clear and concise behavorial objectives and objectives-based test instruments.

Working with the cooperation of the MSDE, the services of numerous academic and political consultants were secured to provide guidance to the workshop participants. Many of the concepts, principles and ideas presented during the two-week workshop period were incorporated into the varied activities and strategies which in turn were built into each "Learning Activities Package." Each package was designed to generate an increased awareness of selected aspects of the form and function of state and local government.

Special recognition is due to Don Vetter, Supervisor of Social Studies, and to Ira Hiberman, Coordinator of the Workshop. These two professionals have done an outstanding job of bringing together some talented people and directing their efforts toward the development of innovative and functional instructional materials.

I hope that you find these documents useful and that they provide the stimulus for increased attention to the improvement of the quality of citizenship education.

Sincerely yours,

George E. Thomas

George E. Thomas,
Superintendent of Schools

GET/bm

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Teacher's Guide TG-1

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Appreciation is expressed to the following persons who candidly discussed their functions in the operation of our governmental units.

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Mr. Edmund Cueman, Director of Planning
Mr. Lewis C. Dixon, Mayor of Mount Airy
Mr. George A. Grier, Executive Assistant to the Board of County Commissioners
Mr. G. Herbert Rice, President of the Board of County Commissioners
Mr. Charles H. Smelser, Maryland State Senate
Judge Donald M. Smith, District Court
Master Robert J. Speaks, Juvenile Court

The following consultants helped to broaden the participants' knowledge of form and function of state and local government and presented a means of developing curriculum materials on the basis of a behavioral objectives - learning hierarchies approach.

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Mr. James Mustard, WBAL Television News Reporter
Mr. Charles F. Ritter, College of Notre Dame

Gratitude is conveyed to the following Student Pages of recent General Assemblies of the Maryland State Legislature for sharing their experiences with us.

Miss Susan Fuller - North Carroll High
Mr. Don Hershe - South Carroll High
Miss Cathy Penton - Westminster High
Miss Susan Scott - Westminster High

I am indebted to Mr. Ira Hiberman of South Carroll High School for his conscientious performance as the coordinator of this workshop and for his dedication to the success of this project.

Heartfelt thanks is expressed to Miss Linda Smith for her excellent typing of this entire package of materials and for her quiet efficiency in completing a great variety of tasks. Her many contributions to this and other workshops assisted me greatly and significantly relieved what may have proven to be an intolerable burden during an extremely hectic summer.

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FOREWORD

The Carroll County Citizenship Education Workshop, one of four held in Maryland during 1974, was initiated as a result of the first national social studies survey report issued by the National Assessment of Educational Progress. This report, entitled "Political Knowledge and Attitudes" stressed the inadequacy of teaching factual information about the political process.

Highlights from the first NAEP survey of social studies indicated what nearly 90,000 young Americans, ages 9, 13, 17 and 26 to 35, know and feel about their civil rights, basic democratic principles and the political structure.

Some highlights of the data show:

-- Nearly one out of every five young adults in the nation failed to select the United States Constitution as a document containing a statement of his civil rights.

-- Only half the nation's 17-year-olds and young adults know that the principle of separation of church and state was the basis for the Supreme Court decision making required prayer and formal religious instruction in public schools unconstitutional.

-- Only 41 per cent of the 17-year-olds and 44 per cent of the adults answered all five questions about a sample ballot correctly.

-- Seventeen per cent of the nation's 13-year-olds, 49 per cent of the 17-year-olds and 60 per cent of the young adults know that a presidential candidate for each major political party is formally nominated at a national convention.

-- Thirty-five per cent of the 13-year-olds, 71 per cent of the 17-year-olds and 62 per cent of the adults know that the Supreme Court has the power to declare an act of Congress unconstitutional.

ATTITUDES

-- Thirty-eight per cent of the nation's 17-year-olds and 45 per cent of the young adults oppose or are undecided about an atheist holding public office.

-- One fifth of the adults sampled are against, or are undecided about, allowing a newspaper or magazine to criticize an elected government official.

-- The majority of teen-agers, ages 13 and 17, and young adults (74 to 90 per cent) said that race should not be a factor in hiring someone for a job.

-- Most respondents (70 to 87 per cent) supported the concept of open housing.

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In response to this report made by the NAEP, members of the Maryland State Legislature introduced and passed House Joint Resolution 67, calling upon the Maryland State Department of Education to initiate workshops in order that teachers might develop curriculum materials to revitalize course offerings in state and local government.

Subsequently, four regional Citizenship Education workshops were held in Carroll, Dorchester, Prince George's and Garrett counties. The major thrust of these workshops was articulated by Dr. James A. Sensenbaugh, State Superintendent of Schools, who said that, "citizenship education workshops should modify existing content in the light of current issues, use community resources for instructional purposes wherever possible, involve students actively in the political process through citizen or party groups, thereby developing student participation in the governing process as an ongoing activity that will become a part of their adult lifestyles."

These workshops occurred at a time of national constitutional crisis. It is fitting that after the traumas of Watergate and its attendant miseries that the State Legislature, the Maryland State Department of Education, and the Carroll County Public Schools participated in the revitalization of citizenship education in the school curriculum.

James A. Addy
Consultant in Social Studies
Maryland State Department of Education

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PREFACE

The goals of the Tri-County Citizenship Education Project are the development among elementary and secondary students and their teachers of:

- increased understanding of the fundamentals of our government bodies, especially local and county governmental units
- increased understanding of the form and function of local county, state and federal governmental units
- increased appreciation of the responsibility of each citizen to become a prepared, informed and educated voter
- increased understanding and cooperation among teachers and local and state elected officials

More specifically, the two-week workshop was designed to facilitate the attainment of the following objectives.

- provide teacher and student participants with an increased knowledge of the operations of our governmental units through personal contact with local political experts
- prepare and implement, by means of an objectives-based approach, materials for elementary and secondary schools on the forms and functions of local, county, state and federal governmental units
- acquaint and teach participants the process of developing curriculum materials on the basis of a behavioral objectives-learning hierarchies approach
- share curriculum materials and other findings with interested educators and citizens throughout the state

Each of the learning activities packages enclosed in this bulletin is a direct product of the Carroll County Citizenship Education Workshop. Because of severe time and budgetary limitations, these materials are of an experimental nature. Accordingly, users are urged to critically evaluate their effectiveness with students. In order to share your reaction to these individualized packets, I urge you to complete the evaluation form included in the teacher's guide for each package. Please forward it to me in the attached self-addressed envelope. Your cooperation in this matter will be greatly appreciated.

Donald P. Vetter
Supervisor of Social Studies
Carroll County Board of Education

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NOTE TO USERS

A. DUPLICATION OF MATERIALS

School systems in the state of Maryland are hereby given permission to reproduce in quantity the contents of this bulletin.

The enclosed packages were published in a manner designed to provide an efficient means of reproduction by local school systems and individual teachers. They may be duplicated on either a ditto machine using the spirit master process or on a mimeograph machine using a stencil master process. To help you attain the highest possible quality, the materials were printed on only one side of the paper.

B. COLOR CODING OF MATERIALS

To provide continuity across grade lines and to create a pattern which can be readily understood by students and teachers, the following color scheme was used for the various components of each LAP.

STUDENT'S BOOKLET		TEACHER'S GUIDE	
Rationale	Blue	Introduction	Blue
Objectives	Pink	Rationale	Gold
Activities	White	Hierarchy	Gold
Bibliography	Buff	Note to Teacher	Gold
Evaluation	Green	Evaluation	Green
Quest Activities	Yellow	Student Resources	Buff

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C. PURCHASE OF MATERIALS

Although the following materials were not printed in a large quantity, it will be possible to purchase small numbers of student's booklets and teacher's guides. Listed below are the prices of the materials included in this bulletin.

I.	Upper Elementary and Middle School	
	A. Student Use of County Agencies	
	1. Student Package	$ 2.00
	2. Teacher's Guide	1.50
	B. To The Rescue	
	1. Student Package	2.00
	2. Teacher's Guide	3.00
	C. The County Executive Form of Government	
	1. Student Package	1.50
	2. Teacher's Guide	2.00
	D. The Functions of County Commissioners	
	1. Student Package	2.00
	2. Teacher's Guide	1.50
II.	Middle and High School	
	A. County Social Service Agencies	
	1. Student Package	$ 2.00
	2. Teacher's Guide	2.00
	B. State Government and You	
	1. Student Package	1.50
	2. Teacher's Guide	1.50
	C. Planning and Zoning: Help or Hindrance?	
	1. Student Package	1.50
	2. Teacher's Guide	2.00
III.	High School	
	A. Interest Groups and Local Government	
	1. Student Package	$ 1.50
	2. Teacher's Guide	1.00
	B. How Effective Is Your County Government?	
	1. Student Package	1.50
	2. Teacher's Guide	4.00
IV.	Total Set of Nine Student Packages and Teacher's Guides	$30.00

LEARNING ACTIVITY PACKAGE

STUDENT USE OF COUNTY AGENCIES

"Hello dog catcher, this is Dennis, please come quick, Ruff is loose and I want you to catch him."

A LEARNING ACTIVITY PACKAGE FOR INTERMEDIATE STUDENTS

STUDENT USE OF COUNTY AGENCIES

CARROLL COUNTY BOARD OF EDUCATION
WESTMINSTER, MARYLAND

SUMMER 1974

Prepared by:

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Student Use of County Agencies

PART A - WHAT FOR?

Did you ever want to know if you could ride your bike on the highway without breaking the law? Do you know how old your pup could be before you need licence for him? Well, this LAP doesn't tell you those things. What it does do, however, is to provide you with information on how to find out where to get such answers to these and other similar questions.

HOW DO I GET INTO IT?

1. By now you have probably read the section "What For?." If you have not yet discovered what the LAP is about, go back to Part A and read to find out - what for?

2. Read the objectives in Part B. They will tell you what you should be able to do after you finish this LAP.

3. At this time you will be asked to take a Pre-test in order to determine what you already know about County Social Service Agencies. Do the best job that you possibly can on the Pre-test. If you show your teacher that you currently have a high degree of understanding about the material studied in this LAP, you will be excused from doing some of the required activities, and you will be permitted to do some of the "Quest Activities" in their place.

4. Your teacher will tell you which of the "Required Activities" you are to complete. He or she will base this on your pre-test score.

5. Depending on which of the required activities you will have to complete, you should start with the lowest numbered activity and work through the other required activities in numerical order.

6. When you finish the required activities, you are ready to take the self-assessment. If you pass the self-assessment, you may request the post-test from your teacher. If you have difficulty in answering some of the questions on the self-assessment, you should review the appropriate parts of the LAP before requesting the post-test.

7. If you pass the post-test, you may proceed to work on the "Quest Activities."

8. Do NOT write in this LAP. Keep all your work together. You will have to show it to your teacher.

PART B - OBJECTIVES

After you have completed this LAP, you should be able to:

1. Define what an "agency" is.

2. Name the various county level agencies.

3. Describe some of the various services provided by county level agencies.

4. Explain which agencies might be called upon to help people in a number of cases which you will be expected to analyze.

PART C: REQUIRED LEARNING ACTIVITIES

You are to start with Activity I and continue working through the required activities in numerical order. Be sure to place all of your completed work in a folder in order that it might be collected by your teacher.

Activity I - What is an agency?

A. Ask five (5) adults what an agency is and write down their answers. Choose the answer that you think is best and justify your choice.

OR

B. Look up the meaning of the word agency in two different dictionaries. Compare all the meanings given in both. Decide which one is the best in terms of our county government. Write a sentence using the word "agency" to show that you understand what a county agency is. Let a classmate or the teacher read your sentence and see if they feel that you know what a county agency is.

Activity II - What are some examples of the various county level agencies which serve the people?

A. List the names of at least five county level agencies. This material may be found in either pamphlets, books or a local phone book.

AND

B. Make a vocabulary scramble using the list that you have compiled of county agencies. Give it to several of your classmates and see if they can unscramble your list. Check their work and explain any mistakes to them.

OR

C. Use a local newspaper to find articles which make reference to the various county level agencies or to the services which they provide. Try to find an article for each of the agencies on your list from activity A.

OR

D. Make a mobile using the list of county agencies you wrote at the beginning of this activity. Print each name on a separate shape which you cut from construction paper. Try to make these shapes represent what you think that agency does for the citizens of your county. For example you could cut the shape of a fire truck from construction paper and print FIRE DEPARTMENT on it. You may be permitted to hang your mobile in the classroom.

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Activity III - What services are provided by the Department of Public Works?

A. Read the selection on the "Department of Public Works" from Student Resource 1.

AND

B. Assume that the Department of Public Works is currently dealing with the problem of inadequate space at the existing county landfill site. There have been a number of public meetings to discuss possible locations for a new site. You believe that you have an excellent idea for such a location. Prepare a speech for presentation to the government officials at the next meeting. Indicate the site which you will recommend and also explain why your proposal is superior to other sites in the immediate area. You may wish to show your speech to a classmate and seek his opinion on your proposal. In fact, it might be a good idea to present your ideas to the rest of the class and see how they react to your proposal.

OR

C. Make a collage, a three dimensional sign or a poster which suggests your answer to the question, "What are the responsibilities of the Public Works Department?" Your teacher will help you gather the materials which you will need to complete this project.

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Activity IV - What services are provided by the Board of Education?

A. Organize a group of at least three other students. In a "brainstorming" session, compile a list of services which are provided by the Board of Education. When your group has completed its list, join up with another group in order to compare lists and to add to your list items which you may have omitted.

AND

B. Form a group of at least five students to evaluate some of the textbooks you use in your courses. Start by developing a list of critical questions which you will want to employ as you examine the various publications which you use. Show your evaluation questions to the teacher to see if your questions will help you in finding the good points and bad points for each of the texts which your group will evaluate. Consider items such as:

1. Vocabulary
2. Content
3. Pictures
4. Print Size
5. Student Appeal
6. Accuracy

Your committee should evaluate at least three (3) books and should write a report on each book in which you make recommendations about continued use of the book. Be sure to justify the statements and generalizations which you make about each book. Call attention to selections or chapters within the book which support your points.

OR

C. Assume that you are the superintendent of the local county school system. Your administrative team has just finished preparing the budget which you must present to the county government. Prepare an outline in which you explain what services your agency provides the students of your county. Be very precise in your outline since the entire budget of the Board of Education depends on the quality of the presentation which you will make.

OR

D. Arrange for your principal or a representative from the Board of Education to visit your class. Ask him to describe the services offered by the school system.
You should develop in writing a list of about ten questions which you would like him to answer.
Be sure to talk with your teacher before you begin this activity.

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Activity V - What services are provided by the Department of Public Safety?

A. Draw a cartoon showing a situation that would require local police assistance.

OR

B. Invite the local chief of police or the local sheriff to visit the class. Compile a list of questions which you might want to ask such a guest in order to determine the services which their agency provides to the public. Organize a panel of students to conduct a "Meet the Press" type of interview of your guest.
Be sure to talk to your teacher before you begin this activity.

OR

C. Prepare a "pantomime" showing at least three duties which the police department or sheriff's department might perform on a typical day. When you are ready to do your pantomime, your teacher will provide you with the opportunity to present your ideas to the rest of the class.

Activity VI - What services are provided by the County Extension Service?

A. Your teacher has set up a display of pamphlets and materials provided by the extension services agency in your county. Select at least two of these documents and read through them. When you are done, get together with at least two other students and share some of the things which you have read about in the materials which you examined. Together, the three of you should write a complete answer to the question above.

AND

B. You planted a garden and things were going along well until you discovered that your tomato plants were turning blue. Write a letter to your local extension agent in which you request help for your problem.

OR

C. Make a chart of various aids offered by the extension services. You may illustrate your chart if you like.

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Activity VII - What services are provided by the County Health Department?

A. Read the section on Student Resource 1 which deals with "County Health Boards."

AND

B. Make a collection of pictures from magazines and newspapers showing the services offered by the health department. Write a sentence under each picture showing how it refers to the health department.

OR

C. Write a poem, draw a picture or make a poster illustrating one or more of the services offered by the county health department.

Activity VIII - What services are provided by the Department of Parks and Recreation?

A. Read Student Resource II which deals with the Department of Parks and Recreation.

AND

B. Write a letter to the director of this department in which you request a park or other recreational facility for your community. Explain, in detail, what you are requesting and also list reasons why you feel there is a critical need for the item which you are requesting. When you have finished your letter, show it to your teacher. If you wish, the teacher will provide you with the address of your local Department of Parks and Recreation, and you may send your letter to that agency.

OR

C. Draw a picture or make a collage of youth in the community who are taking advantage of the services which are provided by the Department of Parks and Recreation.

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Activity IX - What services are provided by the Offices of Inspection and Permits?

A. Read the section of Student Resource I which deals with Offices of Inspection and Permits.

AND

B. Make a collection of permits for display. (Possible sources; home, neighbors and businesses) You may need to copy some that cannot be brought to school.

OR

C. Draw a copy of a make-believe license issued by your county offices of inspections and permits.

OR

D. Assume you are a county building inspector and make a checklist you would use to inspect a new home.

Activity X - What services are provided by the local Office of Civil Defense?

A. Read the information on Civil Defense from Student Resource I.

AND

B. Draw a poster showing a disaster (fire, flood, hurricane) which could occur in your area. On the back of the poster, list the aids that would be available through the civil defense agency.

OR

C. Describe in paragraph form a disaster (fire, flood, hurricane) which could happen in your community. Don't forget to include the aids that would be available through the civil defense agency.

Name _____

Section _____

SELF-ASSESSMENT

Part I - Read each of the three statements which are listed below. Select the statement which uses the word "agency" in connection with county government.

1. Father came home with a dent in his fender and told Mother to call State Farm Insurance Agency.
2. Fred called the Bay State Detective Agency to seek help in locating his missing Aunt.
3. Contact the Civil Defense Agency to get plans for an emergency fallout shelter.

Part II - List five county agencies which serve the people of your local sub-division.

1.

2.

3.

4.

5.

Part III - Matching. For each of the situations in the left column, find an agency in the right column that the agency would have responsibility for dealing with.

SITUATION	AGENCY
_____ A. Patroling traffic at the county fair.	1. Board of Education
_____ B. Opening the roads after a storm.	2. Department of Public Works
_____ C. Stocking local fish ponds.	3. Offices of Inspection and Permits
_____ D. Maintaining your school building.	4. Office of Public Safety
_____ E. Locating emergency housing during floods.	5. Extension Service
_____ F. Providing information for insect control.	6. Civil Defense
_____ G. Checking electrical work in new homes.	7. County Health Department
_____ H. Giving free polio shots.	8. Department of Parks and Recreation

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Part IV - Directions: Read each of the statements carefully. If a statement is true, place the letter "T" in the space provided. If the statement is false, place the letter "F" in the space provided and correct the last part of the statement.

_____ 1. You need to know whether you may leave your potted palm tree on the front porch all winter, so you contacted the Department of Public Works.

_____ 2. You need a permit to sell vegetables. Contact your Board of Education.

_____ 3. You need to find out when the clinic is giving polio shots. Contact the County Health Department.

_____ 4. You need a permit to build a dog house so you contact the Department of Parks and Recreation.

_____ 5. You see some men working on resurfacing the road. They are from the Department of Public Works.

_____ 6. You need plans for an air raid shelter. Contact the Office of Civil Defense.

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ANSWERS TO SELF-ASSESSMENT

Part I

Contact the Civil Defense Agency to get plans for an emergency fallout shelter.

Part II

1. County Health Department
2. Social Services
3. Department of Public Safety
4. Sheriffs Department
5. Fire Department
6. Extension Services
7. Department of Parks and Recreation
8. Sanitary Commission
9. Supervisor of Elections
10. Judicial System
11. Civil Defense
12. Planning Department
13. Zoning Department
14. Tax Collector
15. Assessment Department
16. Building Inspection Department
17. Finance Department
18. Maintenance of Land and Building Department
19. County Roads Department
20. Dog Control Department (County Humane Society)

Part III

A. 4	E. 6
B. 2	F. 5
C. 8	G. 3
D. 1	H. 7

Part IV

1. F	4. F
2. F	5. T
3. T	6. T

QUEST ACTIVITIES

If you wish to go a little further into your investigation of the services of the county agencies, you may select one or more of the following activities. Discuss the activity which you select with your teacher before you start to work.

1. Plan a telephone interview with one of the people from an agency covered in this LAP. Make a list of questions to ask this person regarding the services his/her agency performs. Plan to report back to the class on the information which you obtain. Create and use an audio-visual aid of your choice.

2. Invite a representative of one of the County Agencies to visit your class. Develop a list of the considerations that you would want the speaker to deal with in his presentation. When you have finished developing your outline for the speaker's presentation, ask your teacher to help you in contacting the speaker.

3. Visit members of the local business community and survey them in order to determine what contact they have had with various county agencies. Make a chart or booklet in which to display your information.

4. With your parents' permission and teacher's approval, contact one of the county agencies and arrange a visit to their office. Prepare for your visit by formulating a series of questions which you will want to ask during your visit. After you return from the agency, you will be expected to share your observations with members of the class.

A LEARNING ACTIVITY PACKAGE FOR INTERMEDIATE STUDENTS

STUDENT USE OF COUNTY AGENCIES

TEACHER'S GUIDE

CARROLL COUNTY BOARD OF EDUCATION
WESTMINSTER, MARYLAND

SUMMER 1974

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00028

Carroll County Board of Education

Westminster, Maryland

INTRODUCTION

A critical examination of citizenship education in the schools of Maryland reveals several curricular shortcomings. First, too few instructional materials are available in the field of state and local government, and second, where curriculum materials do exist, there is a marked need to improve upon their quality. Based on these needs, a House Joint Resolution was passed in 1973 which recommended the development of curriculum materials on state and local government. Accordingly, the Maryland State Department of Education funded a series of state-wide workshops to deal with this matter.

Participants to these workshops were to be engaged in activities to expand their knowledge of state and local government through personal contact with experts from the political arena. At the Tri-County Workshop, involving students from Carroll County and teachers from Carroll, Howard and Frederick Counties, there were interaction sessions with county appointed and elected officials, municipal mayors and state senators and delegates. As a result of these sessions, materials on the form and function of local, state and county government were developed.

These instructional materials are organized in the form of individualized learning activities packages. They are designed to provide for the appraisal of learner entry levels and pupil self assessment as well as to facilitate post-instructional evaluation. Hence, it is not necessary for the learner to complete activities that yield concept formation for which he has demonstrated understanding. The design of the materials, including the activities and resources, provide for flexibility in their use. They are organized in a manner which should permit you to insert them with relative ease into almost any existing curriculum structure.

With any undertaking of this magnitude, there are bound to be oversights and other problem areas which materialize. Thus, we have provided the user of these materials with a "tear-out" evaluation sheet and a self-addressed envelope. We are asking that you complete this evaluation after using these materials with your students. Place the form in the attached envelope and send it to the agency listed on the face of the envelope.

We wish you success in your use of these materials, and we seek your support in their evaluation.

Donald P. Vetter, Supervisor
Office of Social Studies

Ira Hiberman, Chairman
South Carroll High School

STUDENT USE OF COUNTY AGENCIES

TEACHER'S GUIDE

I. RATIONALE

This LAP is designed so that it may be integrated into your existing Maryland unit. It is designed to last no fewer than five days but no more than two weeks.

The purpose of this LAP is to introduce the student to the main functions of various county agencies. The activities are intended to make the student aware that county agencies offer services of which they as young people may avail themselves.

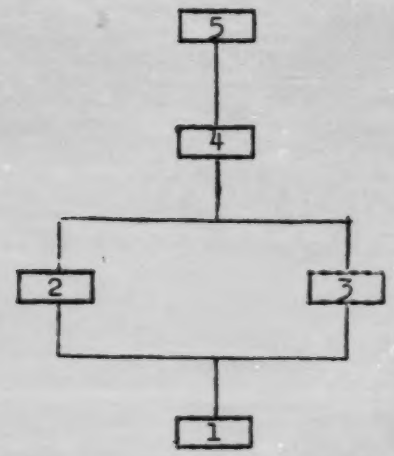
II. HYPOTHESES OF LEARNING HIERARCHY

Terminal Objective

5. When presented with hypothetical personal problems, the intermediate school student will identify county services available to aid in the resolution of that problem. He or she must correctly identify agencies which can be called upon when he is presented with three such problem situations.

Enabling Objectives

4. When given a list of county agencies, the student will describe the various services provided by these agencies.
3. When asked to list specific county level agencies, the student will name agencies on the county level which provide certain basic services to the county population.
2. When given a series of statements employing the term "agency," the student will identify the one which uses the term "agency" as it relates to county level departments providing basic service to its population.
1. The student will be able to define the term "agency" as it relates to county level departments.



NOTE TO THE TEACHER

1. It is suggested that you contact your local county agencies to see if they might supply you with various kinds of print material related to their particular agency. In making such requests, you should allow for at least one week for processing.

2. The following is a list of pre-requisites that the student should have mastered before attempting this LAP.

   A. Telephone skills
   B. Dictionary skills
   C. Newspaper skills
      1. Editorial writing
      2. Locating pertinent articles
   D. Problem solving techniques

3. It will take approximately five to ten class periods for the student to complete this LAP. Some activities are designed to be accomplished at home, if you so desire.

4. Materials that should be available for pupil use:
   A. Student Resource I (included in teacher's guide)
   B. Student Resource II (included in teacher's guide)
   C. Pre test (included in teacher's guide)
   D. Post test (included in teacher's guide)
   E. Local telephone directory
   F. Local newspaper(s)
   G. Two dictionaries by different publishers
   H. Old magazines and newspapers
   I. Craft material (see LAP activities)
   J. Pamphlets from county agencies

5. There is an optional "Quest Activities" section included at the end of the LAP. Encourage your highly motivated students to complete at least one of these "enrichment" activities.

6. Attached to this guide is a tear-out evaluation sheet and a self-addressed envelope. After your students have completed this LAP, please respond in a candid manner to the questions on the evaluation form and forward this information to

   Mr. Donald P. Vetter
   Supervisor of Social Studies
   Carroll County Public Schools
   Westminster, Maryland 21157

   Only with your cooperation will we be able to further improve the quality of instructional materials in the realm of Maryland State and Local Government.

Name _____

Section _____

PRE-TEST

Directions: Read the following cases and decide which county service agency you might contact to receive help with your problem.

I. TREE HOUSE

You tell your Dad you want to build a tree house and he says that you can use the old lumber down by the garage. The big old oak tree near the back fence seems to be a good place for your tree house. After a long discussion, Dad finally agrees to let you use his tools if you promise not to forget to put them away.

Finally, you gather the wood, tools, nails and other materials and place them at the foot of the tree. As you get busy pounding nails and sawing away, your 16 year old brother comes by. He tells you that you are going to get in trouble. You tell him that he doesn't know what he is talking about. As he turns to leave, you ask, "Why?" He tells you that you need a building permit to build a tree house. You tell him that kids don't need such permits, but he walks off laughing. As he reaches his car, he turns around and shouts, "I'll come see you in jail. Remember I warned you!"

The rest of the day you continue working on your tree house, but you feel a little funny. You decide to ask your Mother but she doesn't know and tells you to ask your Dad when he gets home.

As soon as his car enters the driveway you run to meet him. He asks you how the house was coming along. You then ask him if he thinks that you need a permit in order to build it. He indicates that he cannot answer your question, and he recommends that you find out before you carry on more construction. He can't remember which agency has authority over the matter and he tells you to call one of the county agencies the next morning and find out from them which department would have the responsibility for tree house permits.

Which agency do you need to contact in order to find out if you need a permit to build your tree house?

II. YOUR GARDEN

You have just moved into a new home. In the back yard there is a great deal of space for a garden. Back where you used to live, your next door neighbor had a garden, and you thought it really was a neat idea. You decide that you are going to plant such a garden at your new home and you start right away. You plant many different kinds of vegetables and they seem to be growing very well.

That is, things were going quite well until you noticed little orange bugs on your tomato plants. These bugs seemed to be causing the leaves to fall off your plants.

What county agency could you call in order to find out information about these bugs which seem to be destroying your crop?

Name _____

Section _____

POST-TEST

Directions: Read the following cases and decide which county agency you would contact for help with each of the problems which are contained in the situations.

Situation 1

Your Puppy Becomes A Dog

Your next door neighbor wants to give you a very cute puppy. Your parents finally agree to let you accept the puppy after you promised that you would feed and care for the pup. In a few weeks you and the puppy, named "Skipper," become good friends.

As Skipper grows bigger you begin to worry about whether he should have a dog license. You know that your neighbor's dog has a license, and you have heard stories about what happened to dogs captured by the dog catcher because they didn't have dog tags.

You ask your parents what they think about the situation. Your mom is not sure and your dad tells you that Skipper is only a puppy, thus he probably would not be in need of a license. He tells you to play it safe, however, and advises you to call one of the county offices for information.

What agency should you contact for information about Skipper?

Situation 2

The Broken Swing

It is Saturday morning and you are visiting your Grandmother in a neighboring town. She says that you may play on the equipment on the school ground which is across the street. Your Grandmother says lots of kids play on the equipment but when you get there, no one else has arrived yet. You decide to play on the equipment alone. You think it is super cool to swing and you don't need a partner to do that.

You are swinging "high as the sky" when you feel the swing "give a little." As you slow down, it breaks completely. You fall but it doesn't hurt a bit! After you get yourself together, you realize you should report this to someone--not Grandma because it would really upset her--but you don't know the principal.

What county agency should you call to report what happened?

Situation 3

Trash

There is a wooded area on the farm where you live. Your dad has placed some old fence posts there. When you rode your bike out that way yesterday, you saw that someone had unloaded a lot of trash there. It wasn't just garbage, but it included broken furniture and an old refrigerator. You know that your little sister often plays in those woods with her friends. You have heard, on television, how kids sometimes get trapped in refrigerators, so today you are going to try to remove the door.

When you get there you see that the hinges are really rusted. After pounding, knocking, and twisting you realize that the hinges just won't come out. You decide to tell Dad..

When you mention this problem to him, he says that he will haul all the stuff away before someone gets hurt, but he doesn't know where the landfill is or what hours it is open to the public. You are to find out for him.

What agency should you contact?

KEY TO STUDENT EVALUATIONS

A. Answers for Pre-Test

1. Offices of Inspections and Permits OR
   Department of Permits and Licenses

2. Extension Services or Agencies OR
   Cooperative Extension Service

B. Answers for Post-Test

1. Offices of Inspections and Permits

2. Board of Education

3. Departments of Public Works

NOTE: The exact names of these agencies may vary from county to county. It is the option of the teacher to decide which answers are correct with regard to your particular county's service agencies.

STUDENT RESOURCE 1

A. Departments of Public Works

This department provides county facilities. It also builds the roads, new sewers, water supply facilities, airports and county bridges. It installs street lighting and traffic lights.

The department supervises what used to be called the county dump, but which is now known as a sanitary land fill. This chore may not sound very exciting, but it is very necessary. There are many kinds of cleaning-up jobs to be done in a modern county. Cars are abandoned by their owners and must be taken away as well as old refrigerators and washing machines that are left about. The sides of the county roads must be trimmed and kept free of litter. The grounds of county properties must be mowed, planted and kept in good condition. Several counties collect trash for their residents. In some counties leaves are collected in the fall in order to reduce air pollution from burning leaves. Streets must be cleared of snow in the winter.

The Department of Public Works provides for the upkeep of county roads, bridges and buildings. Several counties have built airports for citizens to use. Airports are often built with the financial assistance of a nearby city. Friendship International Airport was owned and operated by Baltimore City until July 1968, when it was purchased by the State of Maryland.

B. County Health Boards

Members of the County Health Boards consist of members of the governing body of the county. There are many things to be done by the local health departments. You may remember getting polio shots and other innoculations from a County Health Service program. Clinics in the county are offices where people may go to get medical advice and treatment. A few counties operate hospitals and most contribute money to private hospitals that serve the county. Many of our Maryland counties have programs to help citizens suffering from mental illnesses.

Every county is working, too, to keep its air and waters clean. Men from the county department of health inspect wells, springs, and water supply systems to see if the water is safe to drink. Visiting nurses travel about the county helping those who are ill. Plants that put food into cans, or freeze it, for market are inspected by county health people. Other inspectors check bakeries and restaurants to be sure the food is cooked and served in such a way that it is fresh and clean.

C. Offices of Inspections and Permits

Most counties have offices that make inspections and give out permits.

A building inspector must be sure that the land being dug away for foundations of buildings will not slide over the workmen. While the building is going up, the inspector must be sure that the builder has braced walls so that they will not fall and hurt people near them. Then, too, when the building is finished, it must have been built in such a way that it is not likely to catch fire or to collapse. Inspectors check plans, electrical work and plumbing to make sure that all the work is done according to the county safety and health laws.

There are permits to be given to allow parades, carnivals, fireworks exhibitions, large gatherings; and to salesmen, called peddlers, who wish to travel about in the county with things to sell.

Somewhere in each county will be found an office in which one may apply for a license to build, to marry, to operate a business, or, to put on your dog!

D. Offices of Civil Defense

You might think that in times of peace the Office of Civil Defense would have nothing to do. This is not so. The people in this department are those who know where to put their hands on emergency equipment of all kinds. They can locate medical supplies and places where people can stay in emergencies. The Civil Defense people can get radios into action to keep in touch with places swept by fire, wind, water or riot when telephone communication has been lost.

Most of us think of the office of Civil Defense as one which would direct us to an air raid shelter during an enemy air attack. However, the Office of Civil Defense is serving us now. For example, when a hurricane swept over Ocean City, Maryland, not long ago, it caused great damage. The Office of Civil Defense came in to help the homeless, to get food served and to treat people who were hurt in the storm.

The Civil Defense people are sometimes assisted by the Red Cross and other civil groups, and by State and federal organizations. About half of the cost of the county Civil Defense Office is paid by the federal government.

STUDENT RESOURCE II

The objectives of the Parks and Recreation Commission are: (1) to determine questions of general policy relating to parks and recreation, to supervise expenditure of funds, and to control properties over which the Commission has jurisdiction; (2) to develop a master plan for parks and recreation; (3) to initiate and direct a comprehensive recreation program; (4) to promote tourism; (5) to preserve places of historical interest; and (6) to coordinate the activities of all groups and agencies connected with parks and recreation.

To reach these objectives, the Commission is granted authority to: (1) acquire and accept real and personal property for parks and recreation purposes, providing that such acquisition and acceptance has the approval of the County Commissioners and that legal titles rests with the Board of County Commissioners; (2) develop, equip, operate, and issue permits for the use of any facilities made available to the Commission; (3) adopt rules and regulations for the protection of property under the control of the Commission; (4) employ such personnel as necessary to administer the functions of the Commission, subject to the approval of the County Commissioners.

Tri-County Workshop on Government
Carroll County Public Schools
Westminster, Maryland 21157
Summer, 1974

MATERIALS EVALUATION INQUIRY

Title of LAP covered by this evaluation _____

County in which LAP was employed _____ Grade level _____

Course in which LAP was used _____

Number of days spent on LAP _____

DIRECTIONS: Please complete the following rating scale for each of the questions listed below.

	EXCELLENT	GOOD	FAIR	POOR
1. Were the objectives clear and concise?	1	2	3	4
2. Did the activities included in the LAP satisfy the stated objectives?	1	2	3	4
3. Were there a sufficient number of alternative activities for the accomplishment of each objective?	1	2	3	4
4. Were the activities of a practical nature?	1	2	3	4
5. Were the resources necessary to carry out the various activities readily available?	1	2	3	4
6. Was the pre-test functional in establishing the learning entry level of your students?	1	2	3	4
7. Did your students find the self-assessment instrument valuable in terms of preparing for the post-test?	1	2	3	4

8. Was the post-test a comprehensive evaluation of the activities and the objectives contained within the LAP?

1 2 3 4

9. Were the teacher answer sheets for the three evaluation instruments complete and accurate?

1 2 3 4

10. What was the reaction of your students to the LAP?

1 2 3 4

11. Did your students have any trouble understanding the directions in the LAP?

1 2 3 4

12. Did the LAP hold the interest of your students?

1 2 3 4

Please respond to the following questions in a full and complete manner.

1. What were the major strengths of the LAP?

2. What were the major weaknesses of the LAP?

3. Which activities proved to be troublesome and in need of revision? Please be specific about the activity number and the specific problems which were encountered.

4. Would you recommend the inclusion of certain activities which seem to be logical, yet omitted? Be as specific as possible.

5. Do you have any suggestions of a general nature?

TO THE RESCUE!

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A LEARNING ACTIVITY PACKAGE FOR MIDDLE SCHOOL STUDENTS

TO THE RESCUE!

CARROLL COUNTY BOARD OF EDUCATION
WESTMINSTER, MARYLAND

SUMMER 1974

Prepared by:

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Carroll County Public Schools

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TO THE RESCUE!

WHAT'S IT ALL ABOUT?

Imagine that you and your parents are driving home one Sunday evening after having dinner at a friend's house. You observe that the sky is dark and very threatening. Suddenly, a radio bulletin alerts all people in the area where you are traveling that a "tornado watch" has been issued. You still have a considerable distance to travel before you reach home and your parents are obviously worried about the situation. It must be decided whether you will continue your trip or seek immediate shelter. The problem is complicated by the fact that your parents have never had to deal with such a problem, and they are not quite sure what to do.

Acting wisely in a situation like this is important because tornadoes are very destructive and kill a number of people each year. You will want to continue to listen to the car radio to see if the radio announcer offers more advice to travelers in your area.

While you are waiting for more news over the radio, you should find it helpful to work through some of these activities. They will help you understand how the government plays a role in providing information and services to people in time of trouble. If you work very hard, you will know exactly what to do, and you will be in a position to help your parents make a wise decision.

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WHAT DO I DO NOW?

1. Read carefully the five objectives stated below. These are the things you should be able to do after completing the activities in Part A of the LAP.

2. Your teacher is going to ask you to answer some questions to see what you already know about disaster services. We shall call this a pre-test. Take your time and answer all of the questions carefully.

3. When your teacher returns this test to you, there will be a series of numbers listed in the upper right hand corner of the first page. These numbers tell you which activities you will be required to complete. You are to complete these activities in numerical order. That is, follow the exact order which your teacher has listed.

WHAT WILL I LEARN?

Objectives: When you finish this LAP, you will be able to:

1. List the various state and county level emergency service agencies.

2. Define the role played by local and state disaster and relief agencies.

3. Explain the problems caused by a natural disaster and describe the agencies which provide relief services.

4. Describe the preventive measures used by disaster and relief agencies to prepare for natural disasters.

5. Given a natural disaster, you will list the agencies which provide disaster and relief service and describe their specific purposes.

Keep these objectives in mind. You will see each of them again as you complete this LAP. Remember, if you learn to do all of these things, you will be able to help your parents make a wise decision.

Learning Activities

Part A: Required Activities

Complete only the activities, in this section, which are listed on your corrected "pre-test." You must go through the activities in exactly the same order which your teacher listed.

Activity 1 - What agencies are there in your community which help people with their needs, in time of crisis?

a. Let's Go To The Rescue! Form a group with exactly ten people. Write everybody's name on a sheet of paper and ask the teacher for the game, "To The Rescue." Read the directions carefully, have fun and play fair. When you finish playing this game, you will be able to list the functions of agencies in your community that aid people in time of crisis.

AND

b. See if you can complete the matching exercise "Can You Make It?" When you finish, go over your answers with a friend.

"Can You Make It?"

Here is a list of agencies that provide services to the community in time of crisis. In the left column is a list of various services which a number of agencies provide. Your job is to match the agency which is listed in the column on the right with the service which it provides.

FUNCTION	AGENCY
____A. Warns people about roads and bridges which have been damaged by a storm.	1. Red Cross
____B. Provided food to isolated areas which cannot be reached as a result of some natural disaster.	2. Health Department
____C. Provides first aid training to people so that they can help themselves during a crisis situation.	3. Roads Department
____D. Sends out work crews during crisis situations to maintain various utilities which are needed by the people.	4. National Guard
____E. Tests drinking water after a flood to make sure that it is safe.	5. Gas and Electric Company

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Activity 2 - Who helps when a disaster strikes?

a. Read this story to discover who Camille was and what her sisters might be like.

Though she was born in the West, Camille grew up in the Caribbean. We hoped that the climate there would influence her to be calmer and more ladylike, but our hopes were dashed. Though she was gentle as a very young child, she grew into a violent and angry adult, desiring only to hurt and destroy those unfortunate enough to be in her way.

Although they say it is bad luck to speak of the dead, Camille was ugly in every way. Astrologically, Camille was a Leo, born between August fourteenth and twenty-second. A good sign, usually, but the stars were crossed when she first saw the light of day. Someone once said of her, "She's like a breath of air, but what breath and what an air!" She didn't fool many people once they knew her, but there were some who were fooled by the calmness of her eye.

I'll say this for Camille; once she started moving, she moved fast. One day she would be in Mississippi. The next you heard of her, she had visited Louisiana, Alabama, and Virginia. She never stayed long in one place.

But wherever she went, she made an impression and left some scars, too. None of us were sorry to see her pass away in 1969. Don't weep for Camille. Even though her life was a short eighteen sunsets, she wept enough herself to last a lifetime.

AND

b. Sign up with your teacher to watch the film "A Lady Called Camille." After you have viewed the film, answer these questions.

1. What problems or hardships did Camille create?
2. Which agencies helped those people in the crisis?
3. What steps can be taken before a hurricane strikes in order to prepare for what will follow?

AND

Write a brief story or draw a picture or write a poem describing what you saw, heard or read about Hurricane Camille and the problems which this storm caused in 1969.

OR

Using newspaper clippings or magazine articles which your school media specialist can help you find, make a list of the problems caused by Hurricane Agnes. For each of the problems which you have listed, suggest which agency or agencies might play a role in helping to solve each of the problems.

OR

c. Pick one of the service agencies in which you have an interest and conduct a "Getting Informed Campaign." Your job will be to educate the public to the role your agency plays in times of crisis. Do this by means of any <u>one</u> of the following:

1. Write a three to five minute radio spot for the local radio station. After you have developed your script, ask your teacher for a tape recorder and a blank cassette or a tape. Record your program and give it to the teacher who will keep it until the end of the LAP. Perhaps you can have a contest to see who created the best announcement.

2. Make a series of three to five posters showing the job which your agency performs. Be creative and take your time. Do a good job. When you are finished your teacher will show you where you might hang your posters. Perhaps you can have a contest to judge the best posters.

3. Form a group of at least three people and make a model [or] a bulletin board [or] a mural of a community that has been struck by a natural disaster. You must be sure to include each of the following:

   a. the natural disaster
   b. the community problems which the disaster caused
   c. the community agencies which provided disaster relief

Activity 3 - What can be done to lessen the effects of a natural disaster?

a. Read pages 106-110 in Your Chance to Live. Answer the following questions after you finish the reading.

1. What is civil preparedness?
2. How does civil preparedness help lessen the effects of a natural disaster?
3. List five ways in which our local government trains, plans and prepares people for various kinds of natural disasters.

AND

b. Sign-up in the place provided to be part of a research group with four other students. Read each of the situations described below. After each situation, there is a question. Discuss the question with other members of your group. If your group can answer the question, go on to the next situation. If you have trouble with the question, you will want to read the information which is suggested at the conclusion of each situation. Continue in this manner until you finish all of the "cases."

Case 1

You are hiking through the woods. You see heavy smoke coming from the camp where you are headed. What should you do? You are caught in a forest fire! Where can you go?

If you have trouble with this question, read pages 23-28 in Your Chance to Live.

Case 2

As you are eating lunch, you hear the sound of dishes and glasses breaking in the kitchen. The floor begins to shake and the overhead lights begin to swing back and forth. What should you do? This is an earthquake! Where should you go for protection?

If you have trouble with this question, read pages 58-62 in Your Chance to Live.

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Case 3

It has been raining for three days; you notice the creek beside your house is rising fast. The radio says to expect a flashflood. What should you do if the water continues to rise? What can your family do?

If you have trouble with this question, read pages 48-51 in Your Chance to Live.

AND COMPLETE EITHER c. OR d. BELOW

c. Each member of the group should now make a booklet for primary grade students telling them what to do in case of forest fires, earthquakes and floods. Remember, these kids are not as smart as you are. Therefore, make your booklet easy to read, full of pictures, and very attractive. Turn your finished booklet into your teacher who will collect all of the booklets and give them to a nearby primary grade teacher. Do a good job, maybe your booklet will save a life!

OR

d. Write a letter to the editor of your local newspaper. Suggest ways that people might avoid being hurt or killed during an earthquake. Write as though you have been in an earthquake yourself and survived only because you knew what to do.

Activity 4 - Can you describe the services provided by disaster and relief agencies in a time of crisis?

COMPLETE ONE OF THE FOLLOWING

a. Suppose America had not been discovered until 1942 rather than 1492. You are one of the new settlers and have been given the job of creating new agencies. These agencies should protect the community before, during and after a natural disaster. Name the agencies you would establish and list the functions you would assign them.

OR

b. Imagine that you are the mayor of a large metropolitan city. During your first term in office a hurricane strikes your city. Write out the orders which you will send to your city's various agencies and departments in order to deal with the crisis. Share your orders with mayors who are writing directives to their department heads. Your teacher will help you find a mayor from a nearby city.

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Name _____

Section _____

TO THE RESCUE!

SELF ASSESSMENT

This test is designed to help you determine how much you have learned. You will take it and you will correct it. No grade will be issued to you based on how good or how bad you do on this test. It will tell you, however, if you are ready to take the post-test or if you need to go back and review some of the material which you still do not understand.

Part I - Here is a list of duties carried out by various service agencies. Your job will be to select the proper agency from the list below, and write the name of that agency next to the proper duty or function for that agency.

_____ 1. Makes sure the water is safe to drink and the food is safe to eat.

_____ 2. Inspects and repairs roads and bridges.

_____ 3. Provides emergency vehicles, such as ambulances.

_____ 4. Warns people of danger.

_____ 5. Provides protection against looting.

_____ 6. Takes care of power failure.

_____ 7. Provides financial help to those in need.

_____ 8. Provides emergency homes, workers and medical staff.

A. National Guard
B. Public Utilities
C. Social Services
D. Red Cross
E. Department of Health
F. Fire Department
G. Department of Roads
H. Civil Defense Office

Part II - Read each of the situations listed below, and write the name of the agency or agencies that would probably become involved.

Situation 1

Mr. and Mrs. Johns were both killed in a flash flood while they were on a camping trip. They left five young children behind, the oldest being 14 years old. Which agency will provide help to these children?

Situation 2

Your neighbor's house has burned down. They have spent three nights with you and your family. There is, however, not enough room and yet they do not have enough money to rent an apartment or house. Who can they turn to for aid?

Situation 3

It has been snowing for three days. The snow is piled high outside your kitchen door and piled just as high in front of your house. You have no more food or water and your heat stopped several hours ago when you ran out of fuel oil. Your lights have been going on and off and you fear that you will soon lose your electric power. The telephone is out, but you have a citizen's Band Radio and you can get a call out for help, if you hurry. Which agency can you turn to?

Situation 4

Susie Tremble shakes at the sight of her community. She is viewing the destruction caused by the earthquake. There are dead bodies all over the place and even more people are walking around with serious injuries. What agency or agencies should she call to tell about her observations?

When you have completed taking this test, check your answers with the key found at the end of the LAP. If you did a good job, ask your teacher for the Post-test. If you had some trouble, go back and review the appropriate material.

QUEST ACTIVITIES

Part B

Optional activities may be completed for extra credit. You may begin these activities only after you have taken the post-test and received a passing grade. Talk to your teacher about your choice before you begin an activity.

1. Interview a person who is responsible, in some way, for protecting the community. This could be a policeman or a fireman, for instance. Ask them the following questions and any other questions which you can think of yourself.

   a. How have you been trained for emergency service?
   b. Do you have a plan which you must follow in case a disaster strikes our community?

   Either tape record the interview or write a summary of what is discussed. Ask your teacher to provide you with the opportunity to share your findings with other students in your class.

2. Using the media center, make a time line showing the natural disasters which have struck your community over the last 100 years. If your town has not been around for 100 years, perhaps you and your teacher can establish a reasonable limit on your investigation. Also ask your teacher to show you what kind of format she or he would like you to use in your study.

3. Select an agency which provides disaster relief services and serve as an intern or student helper. Your teacher will contact the agency and attempt to organize the program.

4. Invent or create an agency to deal with a natural disaster. Select the crisis situation and list the services which your department would provide. Explain how you would go about making your services readily available to the people.

5. Create a game that <u>teaches</u> something about which you learned while working through the LAP.

KEY FOR SELF-ASSESSMENT

Part I

1. Health Department
2. Roads Department
3. Fire Department
4. Civil Defense Office
5. National Guard
6. Public Utilities
7. Social Services
8. Red Cross

Part II

Situation 1
Social Services Department

Situation 2
Red Cross
Social Services Department
Church Groups
Civic Organizations

Situation 3
National Guard
Fire Department
Roads Department

Situation 4
Red Cross
Fire Department
Civil Defense
National Guard

00055

A LEARNING ACTIVITY PACKAGE FOR MIDDLE SCHOOL STUDENTS

TO THE RESCUE!

TEACHER'S GUIDE

CARROLL COUNTY BOARD OF EDUCATION
WESTMINSTER, MARYLAND

SUMMER 1974

Prepared by:

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Carroll County Board of Education

Westminster, Maryland

INTRODUCTION

A critical examination of citizenship education in the schools of Maryland reveals several curricular shortcomings. First, too few instructional materials are available in the field of state and local government, and second, where curriculum materials do exist, there is a marked need to improve upon their quality. Based on these needs, a House Joint Resolution was passed in 1973 which recommended the development of curriculum materials on state and local government. Accordingly, the Maryland State Department of Education funded a series of state-wide workshops to deal with this matter.

Participants to these workshops were to be engaged in activities to expand their knowledge of state and local government through personal contact with experts from the political arena. At the Tri-County Workshop, involving students from Carroll County and teachers from Carroll, Howard and Frederick Counties, there were interaction sessions with county appointed and elected officials, municipal mayors and state senators and delegates. As a result of these sessions, materials on the form and function of local, state and county government were developed.

These instructional materials are organized in the form of individualized learning activities packages. They are designed to provide for the appraisal of learner entry levels and pupil self assessment as well as to facilitate post-instructional evaluation. Hence, it is not necessary for the learner to complete activities that yield concept formation for which he has demonstrated understanding. The design of the materials, including the activities and resources, provide for flexibility in their use. They are organized in a manner which should permit you to insert them with relative ease into almost any existing curriculum structure.

With any undertaking of this magnitude, there are bound to be oversights and other problem areas which materialize. Thus, we have provided the user of these materials with a "tear-out" evaluation sheet and a self-addressed envelope. We are asking that you complete this evaluation after using these materials with your students. Place the form in the attached envelope and send it to the agency listed on the face of the envelope.

We wish you success in your use of these materials, and we seek your support in their evaluation.

Donald P. Vetter, Supervisor
Office of Social Studies

Ira Hiberman, Chairman
South Carroll High School

TO THE RESCUE!

TEACHER'S GUIDE

I. RATIONALE

The purpose of the LAP is to give the middle school student a working knowledge of state, local and community agencies. This will be accomplished by way of a detailed examination of their functions during times of crisis. The natural disaster theme was selected with the belief that it would generate some excitement. In addition, it should provide the student with workable and practical knowledge which may be of value to him in an emergency.

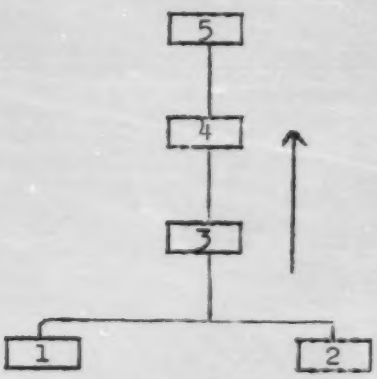
II. HYPOTHESES OF LEARNING HIERARCHY

Terminal Objective

5. When given a hypothetical natural disaster, the student will list agencies which provide disaster and relief services and he will describe their functions at a 90% rate of accuracy.

Enabling Objectives

4. The student will describe the preventive measures used by various disaster and relief agencies to prepare for natural disasters.
3. The student will explain the problems caused by a natural disaster and describe the agencies that provide relief services.
2. The student will define the role played by local and state disaster and relief agencies.
1. The student will list the various state and county level emergency service agencies.



"TO THE RESCUE GAME"

DIRECTIONS FOR THE TEACHER

1. All resource sheets for the game, "To the Rescue," are included in this teacher's guide. It is recommended that each student be given the basic resource sheets which enumerate the purpose of the game and the directions for participation. You should reproduce these in the quantity desired. The entire class should not be organized into one large group because a number of groups should play the game concurrently.

2. Using the "Data for Agency Cards," reproduce the information on this sheet in the form of index cards. Each "gaming group" will require such a collection of cards which list the functions of the disaster and relief services provided by each of the agencies.

3. Also, a deck of cards should be developed for the emergency situations which are included in this guide. Again, it will be necessary to develop a collection of cards for each "gaming group."

4. Attached to this guide is a tear-out evaluation sheet and a self-addressed envelope. After your students have completed this LAP, please respond in a candid manner to the questions on the evaluation form and forward this information to

   Mr. Donald P. Vetter
   Supervisor of Social Studies
   Carroll County Public Schools
   Westminster, Maryland 21157

   Only with your cooperation will we be able to further improve the quality of instructional materials in the realm of Maryland State and Local Government.

DATA FOR AGENCY CARDS

The following information on disaster and relief services, provided by various service agencies is to be converted to index cards. Each group will need such a deck of cards.

A. Red Cross

1. Provides food for disaster victims.
2. Provides emergency workers to care for victims.
3. Provides temporary shelter for victims of disaster.
4. Provides medical and nursing aid to crisis victims.
5. Provides clothing for disaster victims.
6. Helps build and repair disaster damaged homes.
7. Gives basic household furnishings to people whose belongings have been destroyed in disaster.

B. Department of Health

1. Makes sure water is safe for people to use when there has been a natural disaster.
2. Provides sanitary health facilities in crisis situations.
3. Makes sure foods are safe to eat when they may have been contaminated because of a natural disaster.
4. Provides medical care in times of emergency.
5. Inspects homes for health and safety after a natural disaster.
6. Gives innoculations or shots in time of emergency.

C. Fire Department

1. Helps stop fires caused by a natural disaster.
2. Provides emergency vehicles such as fire engines and ambulances to aid disaster victims.
3. Provides evacuation services in times of severe crisis.

D. Office of the Civil Defense

1. Warns people of danger by issuing radio broadcast bulletins.
2. Provides food and basic supplies for crisis situations.
3. Provides medical aid to disaster victims.

E. Roads Department

1. Rebuilds roads and bridges which have been damaged or destroyed by natural disasters.
2. Posts warnings to motorists of hazards caused by damaged roads or bridges.
3. Plows roadways in winter to keep them free for any emergency situation that may exist.

F. Police Department

1. Provides evacuation service in times of disaster.
2. Provides "on the scene" medical care to people who are injured in crisis situations.
3. Helps to prevent looting when people are forced to leave their homes in time of crisis.

G. National Guard

1. Operates and maintains emergency aid centers for disaster victims.
2. Provides emergency vehicles and manpower in crisis situations.
3. Protects personal property when people are forced to evacuate because of a crisis.

H. Public Utilities

1. Provides for basic services, such as electric power and telephone communications, during a crisis.
2. Repairs existing utility network, when damaged by a disaster, and installs temporary hookups to provide emergency facilities with utilities.

I. Social Services Department

1. Provides financial aid to families in time of crisis.
2. Provides for family counseling in cases of personal crisis.
3. Aids in situations relating to housing problems caused by a crisis.

J. Central Alarm

Coordinates the work of the various agencies in providing disaster and relief services.

CRISIS CARDS

Situation 1

It is 7:15 in the morning and the people living in Carroll Valley are getting ready for the day's activities. Some will go to work, some will go to school and others will simply stay at home and carry out their daily activities. Without warning, the earth begins to tremble and shake. Buildings tumble down, cracks open up in the ground, power lines fall and natural gas lines break and explode. Uncontrolled fires break out and people wander around in a daze, many seriously injured. Within a range of nearly 20 miles it is evident that few buildings remain standing. The streets are littered with the wreckage of homes and stores and even bodies of the dead. Cries of pain, from the injured, can be heard. It seems that almost nobody escaped the fury of the earthquake.

Situation 2

The summer has been unusually dry and the people of Cow Town are very worried about the forest land which surrounds their city. The forest is a state park, and there are usually a great number of campers in the park at this time of the year. The only road into the park passes through Cow Town which has posted warnings to alert people to the fire hazard which exists. Every summer there are a few minor fires which are caused by careless campers. They have not been serious fires, but the forest has never been this dry before.

Late one afternoon the town's people observe a thick cloud of smoke rising near the entrance to the park. As evening nears, and it begins to grow dark, a vivid glow can be seen from the direction of the park. A news flash on the local radio station warns people to stay away from the park area and alerts them to the fact that an out-of-control forest fire exists. The radio announcer indicates that nearly 100 people are trapped by the flames of the fire.

Nobody sleeps that night in Cow Town, but they crowd around their radios. A little after midnight the people of Cow Town are told that the wind has shifted direction and the fire is headed for their town. They are advised to take what they can carry with them and leave their homes immediately. Most of the residents leave as they are told and go to stay with relatives in nearby Pitchfork City.

Several days later the people are allowed to return to their town. Almost all of the town was destroyed by the fire. Only the school, town hall, and a few homes remain.

Situation 3

It has been raining for nearly a full week. The Weather Bureau indicates that no relief from the heavy rain is in sight. Streams and rivers have continued to rise and in a number of instances people have been forced from their homes. Some of the people have been able to take their possessions with them, but most have simply left their belongings and have escaped only with the clothing which they were wearing at the time. Suddenly the river overflows its bank and a wall of water pours into the town. The few remaining people run for cover on high ground which surrounds the town on the east. They observe the water rise to the point where they can only see the roof of the tallest building, Joe Wolf High School.

Situation 4

The Nice and Easy Power Company has operated a nuclear power station in Fun City for nearly ten years and they have a perfect safety record. One day, during a routine check, the power company discovers a radiation leak. People in Fun City are notified about the problem, and they are told not to panic. They are advised to leave the city immediately and are told not to take anything with them since such items might be contaminated.

Situation 5

Late one January evening it began to snow very heavily. The kids in Goof-off City were always glad to see snow because it sometimes meant that they would miss school. This storm, however, pleased nobody. It lasted several days, and it was obvious that it was not just an ordinary snowfall, but a real blizzard. The snow piled up high and caused highways to close, electric and telephone wires to break and above all, isolated the people in their homes. It looked like it would be at least a week before most people would be able to get out of their homes. The problem rested with the fact that the blizzard hit without any advance warning and people were not prepared. Shortages of food and fuel oil began to develop and a number of families were without heat or food.

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Student Resource

TO THE RESCUE

PURPOSE OF GAME

Each member of the group will assume a position of authority with one of the agencies that aid people during times of crisis. It will be your job to decide when your agency should become involved. You may enter a "crisis case" only when your agency can improve the situation by suggesting information or providing a service. Your agency will receive a "well done" point each time it enters a case and improves the crisis situation. The "central alarm" serves as a judge in determining which agencies will receive points and keeps a record of points issued. The agency with the most points, at the end of the game, helped with more crisis situations than any of the other agencies.

Directions

1. Each player is to select one of the following agencies to represent:

Red Cross	Roads Department
Health Department	Police Department
Social Services Department	National Guard
Fire Department	Gas and Electric Company
Civil Defense Department	Central Alarm

2. Distribute the cards which the teacher has given you. These cards list the name of an agency and describe its function. Give the proper agency card to the person who will represent that particular agency.

3. At this time the head of each agency should introduce himself and tell about the jobs which his agency performs. Use the data cards to help you do this.

4. The person representing "central alarm" will then read a situation listed on one of the "crisis cards."

5. After the situation has been described, each agency that feels it can aid the people involved, will tell "central alarm" what role their agency will play. If "central alarm" feels that the situation will be improved by a given agency becoming involved, that agency will be awarded a "well done" point. Remember that an agency must justify its role in the crisis before it receives the point. The "central alarm" representative should record the points issued each round.

6. You lose points in this game, too. If "central alarm" feels that an agency did not respond to a crisis and that it was their duty to respond, he will subtract a "bad show" point from that agency's score. The final judge in all decisions is "central alarm." If you do not agree with a decision, make a note about it and ask your teacher after the game.

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7. After you finish the first round, "central alarm" will introduce a second crisis situation. Follow the same procedure which was used for the first round. Continue until you play all five rounds.

8. After you have finished five rounds, the game is over and "central alarm" will tell each agency how many points they have. If most agencies have five points, you have done an outstanding job. When everyone teams up to help---EVERYONE WINS.

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TESTS CONTAINED WITHIN THIS PACKAGE

Pre-Test

The pre-test is designed to parallel the four sections of the LAP's "required activities" section. Every effort should be made to use the pre-test to evaluate entry learning levels and to prescribe specific activities for students who display weaknesses in given instructional areas. It is not necessary for every student to work through every required activity. For instance, if a student does not reflect an acceptable mastery level for Part I of the test, he should be required to complete the series of activities under Part I of the activity segment. If, however, the student scores well on a given part of the pre-test, he should be allowed to skip the activities related to that test sequence. It is quite possible that some students will only need to complete one or two activity segments from the required activities in the LAP. Such students should be encouraged to enter into a series of the Quest Activities while their classmates are engaged in the required activities. Do not attempt to keep all students together as they proceed through the LAP experience. This format is designed for individualization, and each student is to move through the activities at his or her own pace. Be sure to indicate, on the corrected pre-test, exactly which activities each student will be expected to complete.

Key to Pre-Test

Part I - Any of the following answers are acceptable:

Red Cross, Department of Health, Fire Department, Office of Civil Defense, Roads Department, Police Department, National Guard, Public Utilities, Social Services Department, and Central Alarm

There may be other answers which you feel are acceptable. This option is left open to the teacher. Accept any answer which seems logical.

Mastery level: The student must correctly list at least four organizations or agencies.

Part II - Possible answers might include:

Red Cross, Department of Health, Fire Department, Office of Civil Defense, Police Department, National Guard, and Central Alarm.

Teachers may wish to accept other answers which seem to be logical.

Mastery level: The student must list at least 2 correct agencies or organizations.

Part III

A. 4 B. 3 C. 1

These are the only correct answers.

Mastery level: The student must correctly respond to at least two of the three items.

Part IV

1. B 2. H 3. D 4. A 5. F 6. C 7. G 8. E

Generally speaking, these are the acceptable answers for this test item. If students can justify other answers in a logical manner, they should be considered as correct.

Mastery level: The student must respond correctly to at least five of tne eight matching items.

Self-Assessment

This test is contained within the student segment of the LAP. It is intended for the learner to evaluate his own progress after he has completed the required activities of the LAP. The student will use this test to help determine if he or she is ready to take the post-test. All students should be required to take this "self-assessment" test before they take the post-test. If they fail to do well on this instrument, they should be instructed to go back and review some of the items which they seem to be having trouble with. A key to the test questions is contained within the student's LAP; therefore, they can check their learning progress independently.

Post-Test

The post-test is designed to be comprehensive, yet brief and objective. The instrument contains ten items and mastery level is eight of the ten items answered correctly.

Key to Post-Test

Part I

1. T 2. T 3. T 4. T 5. F

Part II

1. Health Department
2. Fire Department
3. Police Department, National Guard
4. Utilities Company
5. National Guard, Red Cross

These are considered to be the correct answers. If a student is able to justify other alternative answers, they should be considered acceptable.

Name _____

Section _____

Pre-Test

Part I

List at least five agencies, in your community, which aid people in times of crisis.

1.

2.

3.

4.

5.

Part II

Read the story below. When you finish reading the story, you are to list the community and service agencies that will probably aid the victims of the disaster.

Joe Jones had been a train engineer for the Woodbine, Winfield and Columbia Railroad for almost thirty years and he had a perfect safety record. Things looked good as he moved his train down the main line at about forty miles per hour. In about two minutes he would pass through the switch yard at Clarksville. He called ahead to be sure that the track was clear and that the switch was set to allow his passage. He got the "go signal" and was told to pass through the yards at twenty miles per hour. The dispatcher, however, was not aware of the fact that a work train had just passed through the yards and had forgotten to reset the switch for Joe's train. As Joe reached the switch he realized that it was not properly set for him, but it was too late to stop his train. He applied the brakes and the train's emergency systems went into action. The wheels locked and the train began to slide to a halt. It crossed over the improperly set switch and the first few cars of the train began to leave the tracks and roll over on their sides. One of the cars which left the track was a tank car which contained a toxic chemical. Almost immediately fumes from the tank car began to escape from the hole which was torn in the side of the car. Sparks, generated by the cars as they went sliding along the track, ignited the fumes escaping from the tank car and there was a massive explosion. Large clouds of toxic blue smoke spread over the area and seemed to cover the sky over the town of Clarksville. Railroad workers near the scene of the crash soon became victims of the poisonous air. They began to feel very ill and seemed to have a great deal of difficulty in breathing. A number of people in the town nearby also seemed to be experiencing problems breathing. The problem began to spread and more and more people showed signs of coming under the influence of the fumes.

DIRECTIONS: List three community disaster or service agencies that might be called upon to assist in this crisis situation.

1.
2.
3.

Part III

For each of the following situations, there are listed four things that you should do to lessen the effects of a natural disaster. One of the items in each group of four things is wrong and will probably get you in more trouble. Can you spot the incorrect thing to do in each of the situations? If you can, put a circle around that item.

A. Tornadoes

1. In open country, move away from a tornado's path at right angles.
2. In office buildings or school buildings, go to an interior hallway on the lowest floor.
3. In homes, open windows to equalize pressure differences caused by the tornado.
4. In cars, increase car speed in order to "out-run" the tornado.

B. Lightning

1. Stay indoors.
2. Do not use electrical appliances.
3. If you are in your car, stop the car near a utility pole and stay inside the car.
4. Stay away from open doors and windows.

C. Winter Storms

1. Dress in tight-fitting clothing to prevent cold air from getting into the clothing layers.
2. If you have to travel, select a number of alternative routes.
3. Move livestock into sheltered areas.
4. To avoid freezing, exercise by clapping hands and moving arms and legs vigorously.

Part IV

Directions: Listed below are a series of agencies in the right column and a list of functions provided by service agencies in the left column. Match the agency with the function which it performs.

FUNCTIONS

_____A. Responds to calls to transport people injured in a disaster.

_____B. Trains people in First Aid.

_____C. Helps guard property during natural disaster and warns people of its approach.

_____D. Helps families who are experiencing personal crisis situations.

_____E. Sends work crews out in time of natural disaster to maintain power and telephone service.

_____F. Notifies public of bridges and roadways damaged by storms.

_____G. Makes "food drops" to places which are isolated by natural disasters.

_____H. Tests water quality and purity when there is a flood.

AGENCIES

1. Red Cross
2. Health Department
3. Social Services Department
4. Fire Department
5. Roads Department
6. Police Department
7. National Guard
8. Public Utilities Company

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Name_____

Section_____

Post-Test

Part I

Examine each of the following statements carefully. If the statement is TRUE, place the letter "T" in the space provided, and if the statement is FALSE, place the letter "F" in the space provided.

_____ 1. There are certain crisis situations when several agencies or organizations perform very similar jobs or have almost the same responsibilities.

_____ 2. The American National Red Cross is frequently called upon to assist government or community agencies.

_____ 3. In most communities either civil defense or Central Alarm coordinates emergency services.

_____ 4. Often, the fire department and police department work together in emergency situations.

_____ 5. Preparedness is only an important consideration after a disaster strikes.

Part II

List the name of the agencies or organizations which would take a functional role in each of the following situations.

1. Problem with contaminated water supply caused by a flood.

2. People trapped in a car by a tree which has been knocked over by hurricane winds.

3. Three men looting a house in a town which was evacuated due to a disaster.

4. Power failure caused by lightning.

5. Snowbound community that is running low on food and fuel oil.

Bibliography

A. Books

*1. Lowery, Tamara C., Your Chance to Live, Defense Civil Preparedness Agency, 1972.

*2. Moore, Dorothy A., Games That Teach, Defense Civil Preparedness Agency, 1971.

* These books are available in quantity from:

Mr. John A. Johns, Specialist
Emergency Preparedness Education
Maryland State Dept. of Education
P.O. Box 8717
Baltimore-Washington International
Baltimore, Maryland 21240

Telephone: 796-8300

B. Films

**1. A Lady Called Camille

Camille is a dramatic on-the-scene documentary film which shows the devastation of the hurricane and the suffering caused thousands of people. Hundreds died because of Hurricane Camille, but thousands of lives were saved because of emergency plans, trained rescue teams, and help from scores of volunteer groups and the military service. (13 minutes)

2. Your Chance to Live - A series of nine, fourteen minute films that dramatically explore the horrors of natural and man-made disasters.

**a. Earthwatch (Provides an interesting introduction to the entire unit.)
Dramatically juxtaposes the "two faces of earth," one tranquil and benign, the other hostile and devastating. Explains the various natural and man-made disasters that threaten lives and property. The film also introduces the subject of preparedness.

**b. Forest Fire

A father and his young son are trapped by a forest fire. The film details their heroic escape while outlining the deadly realities of the devastating power of a forest fire.

**c. Tornado

Shows the near tragic event of a tornado that traps three young people. Also vividly shows its devastating power on a nearby town.

**d. Hurricane

Traces the history of a young couple and how their children were tragically killed in a Hurricane. Underscore the need for complete awareness and understanding of the power of a Hurricane.

**e. Flood

A teenage canoeist ignores the obvious warnings of a rampaging flood and almost loses his life for a few moments of excitement.

**f. Winter Storm

Illustrates the many dangers of winter storms using the short story by Jack London, "TO BUILD A FIRE," as a vehicle for showing the depths of tragic circumstances possible during winter storms.

**g. Earthquake

The story of a teenage couple caught in the tragic path of a Tsunami. Also explains the nature of earthquakes and the consequences of their awesome power.

**h. Pollution

A powerful film showing the terrifying effects of all types of pollution. The audience will also feel a sense of futility for the future of mankind unless positive action is taken today.

**i. Nuclear Disaster

A documentary film crew is shown making a film on Nuclear Disaster with a surprise ending that leaves the audience with a very real sense of awareness and comprehension of the possibility of a nuclear attack.

**These films are available in your county resource center or they may be borrowed from the State Department of Education if your county does not have prints of the above films.

Tri-County Workshop on Government
Carroll County Public Schools
Westminster, Maryland 21157
Summer, 1974

MATERIALS EVALUATION INQUIRY

Title of LAP covered by this evaluation _____

County in which LAP was employed _____ Grade level _____

Course in which LAP was used _____

Number of days spent on LAP _____

DIRECTIONS: Please complete the following rating scale for each of the questions listed below.

	EXCELLENT	GOOD	FAIR	POOR
1. Were the objectives clear and concise?	1	2	3	4
2. Did the activities included in the LAP satisfy the stated objectives?	1	2	3	4
3. Were there a sufficient number of alternative activities for the accomplishment of each objective?	1	2	3	4
4. Were the activities of a practical nature?	1	2	3	4
5. Were the resources necessary to carry out the various activities readily available?	1	2	3	4
6. Was the pre-test functional in establishing the learning entry level of your students?	1	2	3	4
7. Did your students find the self-assessment instrument valuable in terms of preparing for the post-test?	1	2	3	4

8. Was the post-test a comprehensive evaluation of the activities and the objectives contained within the LAP?

1 2 3 4

9. Were the teacher answer sheets for the three evaluation instruments complete and accurate?

1 2 3 4

10. What was the reaction of your students to the LAP?

1 2 3 4

11. Did your students have any trouble understanding the directions in the LAP?

1 2 3 4

12. Did the LAP hold the interest of your students?

1 2 3 4

Please respond to the following questions in a full and complete manner.

1. What were the major strengths of the LAP?

2. What were the major weaknesses of the LAP?

3. Which activities proved to be troublesome and in need of revision? Please be specific about the activity number and the specific problems which were encountered.

4. Would you recommend the inclusion of certain activities which seem to be logical, yet omitted? Be as specific as possible.

5. Do you have any suggestions of a general nature?

EVEN I

Executive and Legislative . . .

DIDN'T KNOW THAT

A LEARNING ACTIVITY PACKAGE FOR MIDDLE SCHOOL STUDENTS

THE FUNCTIONS OF COUNTY COMMISSIONERS

CARROLL COUNTY BOARD OF EDUCATION
WESTMINSTER, MARYLAND

SUMMER 1974

Prepared by:

Tom Thrasher, Hammond Middle School

Coordinators

Ira Hiberman, South Carroll High School
Donald P. Vetter, Supervisor of Social Studies
Carroll County Public Schools

00079

"Even I Didn't Know That"

I. WHAT'S IT ALL ABOUT?

Who are our county commissioners? What do they do? Why do they do it? Those are stupid questions! Everyone knows that county commissioners are politicians! They make laws which they want and place money into programs which really don't need it. They do these things in order to gain power and prestige.

Is this really what county commissioners do? NO! In this LAP, you will learn that county commissioners are directly elected by the people, and their duties are as varied as the ideas of the people they represent. You will analyze their powers in order to determine how county commissioners work to provide improved living conditions for you and your family.

HOW DO I GET INTO IT?

1. By now you have probably read the section "What's It All About?" If you have not yet discovered what the LAP is about, go back to Part I and read to find out - what's it all about?

2. Read the objectives in Part II. They will tell you what you should be able to do after you finish this LAP.

3. At this time you will be asked to take a Pre-test in order to determine what you already know about the county commissioner form of government. Do the best job that you possibly can on the Pre-test. If you show your teacher that you currently have a high degree of understanding about the material studied in this LAP, you will be excused from doing some of the required activities, and you will be permitted to do some of the "Quest Activities" in their place.

4. Your teacher will tell you which of the "Required Activities" you are to complete. He or she will base this on your pre-test score.

5. Depending on which of the required activities you will have to complete, you should start with the lowest numbered activity and work through the other required activities in numerical order.

6. When you finish the required activities, you are ready to take the self-assessment. If you pass the self-assessment, you may request the post-test from your teacher. If you have difficulty in answering some of the questions on the self-assessment, you should review the appropriate parts of the LAP before requesting the post-test.

7. If you pass the post-test, you may proceed to work on the "Quest Activities."

8. Do <u>NOT</u> write in this LAP. Keep all your work together. You will have to show it to your teacher.

II. WHAT WILL I LEARN?

Objectives: When you finish this LAP, you should be able to:

1. Describe the major functions of county commissioners.

2. List the executive powers and duties of county commissioners.

3. List legislative powers and duties of county commissioners.

4. List the community responsibilities of county commissioners.

5. Define the terms executive powers, legislative powers and community responsibilities.

6. Analyze legislative and executive powers as they relate to a county commissioner form of government.

7. Make personal judgments about ways that commissioners can employ their powers to improve the quality of life in your county.

III. REQUIRED ACTIVITIES

You are to start with Activity I and continue working through the required activities in numerical order. Be sure to place all of your completed work in a folder in order that it might be collected by your teacher.

Activity One - What are the duties and responsibilities of county commissioners?

A. Examine the lists below.

EXECUTIVE POWERS

Prepare budget
Approve departmental budgets
Answer correspondence
Hire and remove county personnel
Act as road board and as such supervise construction and maintenance of county roads and streets
Hold meetings with department heads
Conduct meetings with mayors of incorporated towns
Provide for the collection of taxes
Hold public hearings as required
Provide for the acquisition and disposal of public property
Establish a system of pensions, group insurance and retirement
Represent county commissioners on regional council, state associations
Provide for appointment to commissions or other boards as required by law
Supervise operation of day to day business of the general county government

LEGISLATIVE POWERS

Establish zoning regulations
Levy taxes
Establish dog regulations or ordinances
Establish sanitary landfill regulations
Adopt building, housing and plumbing codes
Adopt a fire prevention code
Provide for and approve public recreation regulations, grant use agreements

AND

AND

B. Form a group with at least four other students and discuss the following question:

Which of the powers of the county commissioners do you believe are more important - the executive powers or the legislative powers? Why?

When you finish discussing this question as a group, you are to formulate a written response to the key question for Activity One.

OR

C. Use a dictionary to define the following terms:

1. Executive
2. Legislative
3. Community
4. Responsibility (As it relates to government)
5. Power (As it relates to government)

AND

Select one of these terms as a theme. Make a poster or collage which demonstrates the meaning of the term as it relates to county government. Your teacher will want to display these items so do a thoughtful and careful job.

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Activity Two - What are the community responsibilities of county commissioners?

A. Read the following information.

The county commissioner form of local government is one in which the commissioners are directly elected by the people whom they represent. Consequently, they must represent many views at once. The county commissioner must, if he/she wants to remain in office, perform the following duties:

1. Be available to the public
2. Represent county constituent views
3. Plan for future growth and development within the county
4. Conduct public hearings
5. Provide for some extension service of the University of Maryland within the county
6. Hold press conferences
7. Participate in ceremonial events
8. Be available for conferences with concerned citizens

However, the county commissioner's duties often mean different things to different groups of people within the county. For example, a public hearing conducted to determine whether or not tennis courts should be constructed in one community would have little or no direct effect on another community at the opposite end of the county. Also, the views of different constituents such as farmers and big businessmen vary on many issues. Therefore, the county commissioner must remain open to all views and viewpoints.

AND

B. Answer the following questions based on the information which you have just read about community responsibilities of county commissioners.

1. How do county commissioners get into office?

2. Which do you feel is the most important community responsibility of the county commissioners? Why?

3. Pretend you are a county commissioner. The state establishes guidelines for your county to follow with which you do not agree. What would you do in order to protect your interests and those of your constituents?

00084

4. If you were a county commissioner in your county, what things would you do in order to show that you were responsible for and responsive to needs of not just one community but the needs of the entire county? Also, how would you justify doing something for one community and not for the others?

OR

C. Assume that you are running for the office of county commissioner in a general election. Write a speech in which you tell the voting public what you will do in order to effectively fulfill your duties in the area of community responsibility to the people of your county.

OR

D. Design an advertisement for the local newspaper in which you clearly show what you will do to carry out your duties in the area of community responsibility if you are elected to serve as a county commissioner.

Activity Three - What are the executive powers of the county commissioners?

A. Ask your teacher for Student Resource 1. This is a puzzle for you to decode. It deals with executive powers of county commissioners. When you finish decoding, you are to check your answers with another student.

AND

B. Review the chart on page 3, and rank the executive duties of the county commissioner according to those you consider to be the most important and those you consider to be the least important. When you finish your ranking, find another student and compare your answers. Discuss any similarities and differences which you note.

OR

C. Review the chart on page 3, and write a short paragraph on the executive duty which you consider to be the most important. Your paragraph should include at least five good supporting statements about why you feel the way you do about the particular duty which you have selected.

Activity Four - What are the legislative powers of the county commissioner?

A. Review the legislative powers of the county commissioner which are listed on page F-3.

AND

B. Select one of the areas of legislative responsibility which are listed and propose one legislative action for that particular power. A good idea might be to examine recent copies of your local newspaper to see if any of these matters are presently creating an issue within your local county. Study the details of the issue in order to determine the various points of view on the matter. After you have gathered all the facts, look over the data and take your own personal position on the issue. When you have finished your research and analysis, propose legislative action which you think the county commissioners should take to resolve the issue to everyone's best interest and to improve the quality of life in your county.

OR

C. In a brief essay, explain how the legislative responsibilities of the county commissioners are very much tied to their responsibilities to the community. Go back to Activity Two if you need to review the considerations related to community responsibility. Be sure that you make use of supporting statements to prove your relationships. You should identify ways the county commissioners employ their powers to improve the quality of life in your county.

SELF-ASSESSMENT

Directions: After you have completed all of the required activities, you are to complete this self-assessment crossword puzzle. If you are able to finish the puzzle correctly, you may request the post-test from your teacher. The answers to the puzzle may be obtained from your teacher.

Clues Across

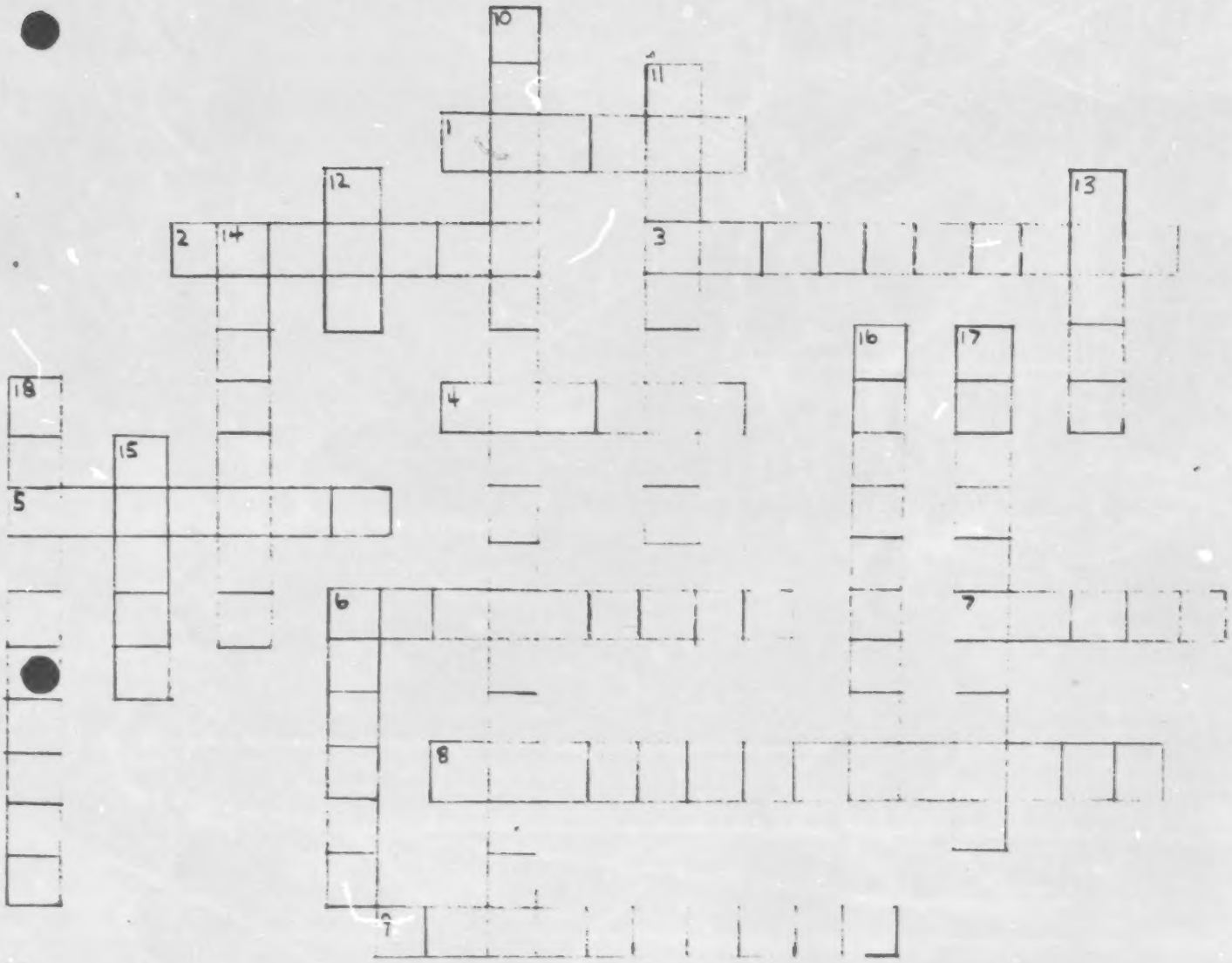
1. One executive duty of the county commissioner is to prepare a _____.
2. One executive duty of the county commissioner is to _____ local officials.
3. This department deals with water and sewage.
4. One of the legislative duties of the county commissioner.
5. Department which deals with law enforcement.
6. An important legislative duty of the county commissioner is to _____ _____.
7. An executive duty of the county commissioner is to provide for the collection of _____.
8. An administrative function of the county commissioner is to answer _____.
9. Department which deals with buying needed materials.

Clues Down

6. County commissioners should conduct _____ hearings periodically.
10. Type of county government which is headed by a board of men/women.
11. The county commissioner can hire/fire _____.
12. Legislative duty of the county commissioner concerns _____ rules or regulations.
13. Department of highways or _____ is under executive duties of the county commissioner.
14. Community responsibility of county commissioner is _____ for future growth and development.
15. County commissioners deal with _____ aspects which resemble duties of the judiciary.
16. Department of _____ receives most of the money from county taxes.
17. County commissioners also serve on many state _____.
18. Act of evaluating the worth of property.

SELF-ASSESSMENT

CROSSWORD PUZZLE



NOTE: The following list of words appear somewhere on the crossword puzzle.

appoint	pass rules	roads	county commissioner
assessment	personnel	sanitation	dog
budget	planning	sheriff	education
committees	public	taxes	legal
correspondence	purchasing	zoning	

00088

IV. QUEST ACTIVITIES

After you have finished all of the required activities and passed the post-test, you may complete several of these optional activities for extra credit. Consult with your teacher before you begin work on any of these activities.

1. Select several articles from the local newspaper which tell about local decisions made by the county commissioners. Paste them on a piece of cardboard, and under each article indicate whether you think the county commissioners' actions were appropriate. Also state in your display whether it was an executive or legislative decision. You should find at least ten articles. (Be sure to check the legal ads section of the paper.)

OR

2. Pretend you are running for county commissioner. Write a speech in which you tell your constituents specifically what you will do for them while you are in office. Record your speech on a cassette tape recorder.

OR

3. Design a game for your classmates to play. The game should deal with the functions of the county commissioners. You may design your game along the lines of a game with which you are familiar, or you may be original and design one on your own. Remember that other students must play your game. Thus be sure that your rules are clear and easy to understand. Also be sure that your game does teach what you intend it to teach.

A LEARNING ACTIVITY PACKAGE FOR MIDDLE SCHOOL STUDENTS

THE FUNCTIONS OF COUNTY COMMISSIONERS

TEACHER'S GUIDE

CARROLL COUNTY BOARD OF EDUCATION
WESTMINSTER, MARYLAND

SUMMER 1974

Prepared by:

Tom Thrasher, Hammond Middle School

Coordinators

Ira Hiberman, South Carroll High School
Donald P. Vetter, Supervisor of Social Studies
Carroll County Public Schools

00090

Carroll County Board of Education

Westminster, Maryland

INTRODUCTION

A critical examination of citizenship education in the schools of Maryland reveals several curricular shortcomings. First, too few instructional materials are available in the field of state and local government, and second, where curriculum materials do exist, there is a marked need to improve upon their quality. Based on these needs, a House Joint Resolution was passed in 1973 which recommended the development of curriculum materials on state and local government. Accordingly, the Maryland State Department of Education funded a series of state-wide workshops to deal with this matter.

Participants to these workshops were to be engaged in activities to expand their knowledge of state and local government through personal contact with experts from the political arena. At the Tri-County Workshop, involving students from Carroll County and teachers from Carroll, Howard and Frederick Counties, there were interaction sessions with county appointed and elected officials, municipal mayors and state senators and delegates. As a result of these sessions, materials on the form and function of local, state and county government were developed.

These instructional materials are organized in the form of individualized learning activities packages. They are designed to provide for the appraisal of learner entry levels and pupil self assessment as well as to facilitate post-instructional evaluation. Hence, it is not necessary for the learner to complete activities that yield concept formation for which he has demonstrated understanding. The design of the materials, including the activities and resources, provide for flexibility in their use. They are organized in a manner which should permit you to insert them with relative ease into almost any existing curriculum structure.

With any undertaking of this magnitude, there are bound to be oversights and other problem areas which materialize. Thus, we have provided the user of these materials with a "tear-out" evaluation sheet and a self-addressed envelope. We are asking that you complete this evaluation after using these materials with your students. Place the form in the attached envelope and send it to the agency listed on the face of the envelope.

We wish you success in your use of these materials, and we seek your support in their evaluation.

Donald P. Vetter, Supervisor
Office of Social Studies

Ira Hiberman, Chairman
South Carroll High School

THE FUNCTIONS OF COUNTY COMMISSIONERS

TEACHER'S GUIDE

I. RATIONALE

Many students, adults too, know very little about the form of government which is in operation in their county. This LAP should help to alleviate that problem in counties which operate under the county commissioner form of government. The activities in this package are designed to make the student aware of the executive and legislative functions of county commissioners. In addition, it highlights the community responsibilities of these local governmental leaders.

It will take approximately five class periods for the student to complete this LAP. Quest activities may be done outside of the classroom if the student wishes to do so.

As a culminating activity, you could invite a commissioner to speak to your class. You might wish to organize a "Meet the Press" student panel to raise questions for the commissioner to answer.

II. HYPOTHESES OF LEARNING HIERARCHY

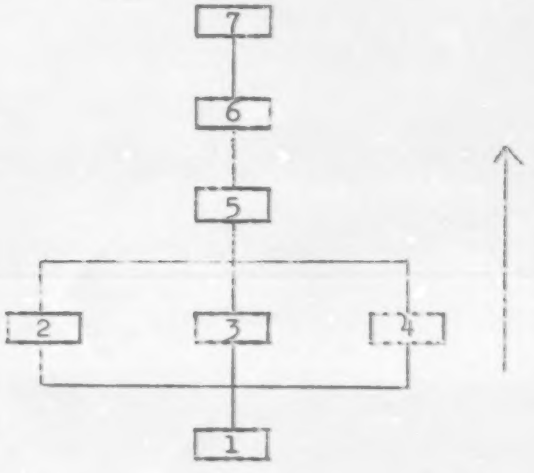
A. Terminal Objective

7. When given a specific local issue, the middle school student will make personal judgments about ways that commissioners can employ their powers to improve the quality of life in his/her county.

B. Enabling Objectives

At the conclusion of this LAP, the student should be able to:

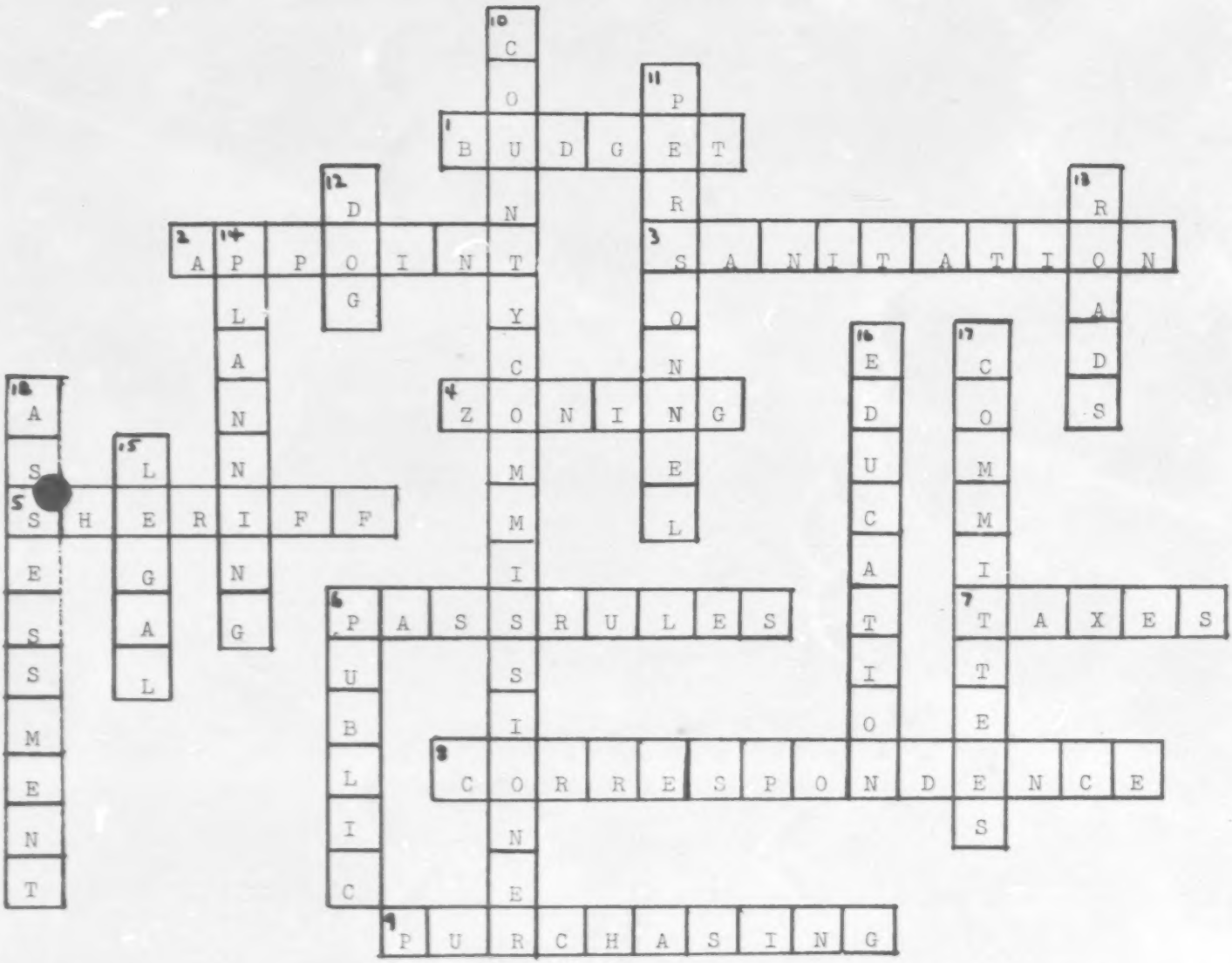
6. Analyze legislative and executive powers as they relate to a county commissioner form of government.
5. Define executive and legislative powers.
4. List the community responsibilities of the county commissioners.
3. List the legislative powers and duties of county commissioners.
2. List the executive powers and duties of county commissioners.
1. Describe the major functions of county commissioners.



00092

SELF-ASSESSMENT

CROSSWORD PUZZLE KEY



NAME _____

SECTION _____

PRE-TEST

1. Define the following:

   A. Legislative powers

   B. Executive powers

   C. Community responsibilities

2. Name the county in which you live. _____

3. Name the form of government which your county has. _____

   _____

4. List four executive powers of county commissioners.

   1. _____ 3. _____

   2. _____ 4. _____

5. List four legislative powers of county commissioners.

   1. _____ 3. _____

   2. _____ 4. _____

6. List four community responsibilities of county commissioners.

   1. _____ 3. _____

   2. _____ 4. _____

7. Name three departments controlled by the Board of County Commissioners.

   1. _____

   2. _____

   3. _____

ANSWER SHEET FOR PRE-TEST

1. Definitions

   A. Powers related to enactment of or the making of laws.

   B. Powers related to administrative or supervisory authority, or powers related to enforcement of laws

   C. Duties which are carried out in order to provide for community wishes and needs

2. Open

3. County commissioner or county executive

4. See Activity One on page F-3 of LAP.

5. See Activity One on page F-3 of LAP

6. See Activity Two on page F-5 of LAP.

7. Any three of the following: finance, sanitation, roads or highways, planning, zoning, education, environmental protection, purchasing, recreation and parks. You may identify other correct responses.

NAME _____

POST-TEST

I. Match an item in Column II with each statement in Column I. Items in Column II may be used as many times as necessary.

COLUMN I	COLUMN II
____ A. Form of county government where legislative and executive power is in the hands of an elected board.	1. Executive powers
____ B. Provide for the needs of the general public	2. County Commissioner
____ C. Related to the making of laws	3. Legislative powers
____ D. Related to the enforcement of laws	4. Community responsibilities
____ E. Related to the passing of regulations	
____ F. Related to administration of county departments	
____ G. Related to adoption of codes	
____ H. Related to supervision of routine business of county government	

II. List three departments over which the county commissioners have control.

A. _____
B. _____
C. _____

00096

DUTY OR RESPONSIBILITY	APPROPRIATE	NOT APPROPRIATE
A. Appoint County Planner		
B. Serve on State Committees		
C. Prepare County Budget		
D. Conduct Public Hearings		
E. Establish Zoning Regulations		
F. Plan for Growth of County		
G. Appoint Members of Local School Board		
H. Provide for Appointment of Local Officials		
I. Pass State Laws		
J. Establish Dog Regulations		
K. Provide for Collection of Taxes		
L. Represent County Views		
M. Appoint Governor		
N. Appoint District Court Judge		

III. Using the chart above, place a check mark (✓) in the column which you feel provides the correct answer. All you need to do is put in the check mark (✓) on the chart showing whether or not you feel that particular duty is appropriate and within the power of county commissioners.

00097

ANSWER SHEET FOR POST-TEST

I. MATCHING

A. 2
B. 4
C. 3
D. 1
E. 3
F. 1
G. 3
H. 1

II. SHORT ANSWER

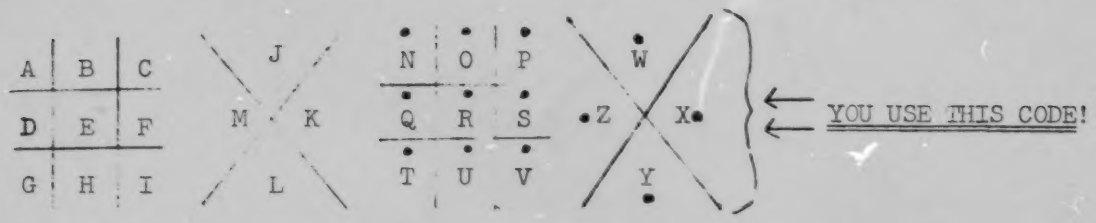
Any three of the following: finance, sanitation, highways, planning, zoning, education, environmental protection, purchasing, recreation and parks. You may identify other correct responses.

III. A. appropriate
B. appropriate
C. appropriate
D. appropriate
E. appropriate
F. appropriate
G. not appropriate
H. appropriate
I. not appropriate
J. appropriate
K. appropriate
L. appropriate
M. not appropriate
N. not appropriate

Mastery level: The student should be able to complete the post-test with 85% accuracy, 21 correct out of 25.

STUDENT RESOURCE 1

Directions - Decode the following puzzle using the following decoding system.



NOTE: How to Play - Different symbols represent different letters (for example ☐ or a closed-in box stands for the letter E, and ⩒ or a V-shape with a dot in it stands for W) and so on. To write the word "AND" you would use the following symbols. ⌐ ⋅ ¬
A N D

1. ⊏⊐⊐⊏⊐⊐ ⊔⊓⊐⊐⊓ 1. _____ _____
2. ⊐⊐⊏⊽⊐⊐ ⊏⊔⊐⊐⊐⊏⊔⊐⊐⊐⊐⊐⊐ 2. _____ _____
3. ⊏⊐⊐⊐ ⊏⊐⊐⊏⊔⊐⊐⊐⊐⊽ 3. _____ _____
4. ⊐⊏⊏⊔⊐⊐ ⊽⊔⊏⊐⊽ ⊔⊏⊏⊐⊏⊐⊐⊽⊏ 4. _____ _____ _____
5. ⊏⊓⊐⊏⊓⊐⊏⊐⊐ 5. _____
6. ⊓⊐⊐⊓⊔⊐⊐⊽ ⊽⊐⊐⊐⊓⊐⊐⊐⊐⊐⊐ 6. _____ _____
7. ⊏⊐⊐⊐⊓⊐⊐⊓⊔⊐⊐ 7. _____
8. ⊔⊓⊐⊽⊐⊐⊐⊐ ⊓⊐⊏⊏⊐⊏⊓⊐⊔⊐⊐ 8. _____ _____
9. ⊐⊐⊓⊓⊏⊐⊐⊓⊔⊐⊐ 9. _____
10. ⊓⊐⊐⊐ ⊏⊐⊐⊏⊔⊐⊐⊐⊐⊽ 10. _____ _____

00099

STUDENT RESOURCE 1

ANSWER SHEET

1. PREPARE BUDGET
2. ANSWER CORRESPONDENCE
3. FIRE PERSONNEL
4. APPOINT LOCAL OFFICIALS
5. PURCHASING
6. HIGHWAY MAINTENANCE
7. SANITATION
8. BUILDING INSPECTION
9. EDUCATION
10. HIRE PERSONNEL

00100

Tri-County Workshop on Government
Carroll County Public Schools
Westminster, Maryland 21157
Summer, 1974

MATERIALS EVALUATION INQUIRY

Title of LAP covered by this evaluation _____

County in which LAP was employed _____ Grade level _____

Course in which LAP was used _____

Number of days spent on LAP _____

DIRECTIONS: Please complete the following rating scale for each of the questions listed below.

	EXCELLENT	GOOD	FAIR	POOR
1. Were the objectives clear and concise?	1	2	3	4
2. Did the activities included in the LAP satisfy the stated objectives?	1	2	3	4
3. Were there a sufficient number of alternative activities for the accomplishment of each objective?	1	2	3	4
4. Were the activities of a practical nature?	1	2	3	4
5. Were the resources necessary to carry out the various activities readily available?	1	2	3	4
6. Was the pre-test functional in establishing the learning entry level of your students?	1	2	3	4
7. Did your students find the self-assessment instrument valuable in terms of preparing for the post-test?	1	2	3	4

8. Was the post-test a comprehensive evaluation of the activities and the objectives contained within the LAP?

1 2 3 4

9. Were the teacher answer sheets for the three evaluation instruments complete and accurate?

1 2 3 4

10. What was the reaction of your students to the LAP?

1 2 3 4

11. Did your students have any trouble understanding the directions in the LAP?

1 2 3 4

12. Did the LAP hold the interest of your students?

1 2 3 4

Please respond to the following questions in a full and complete manner.

1. What were the major strengths of the LAP?

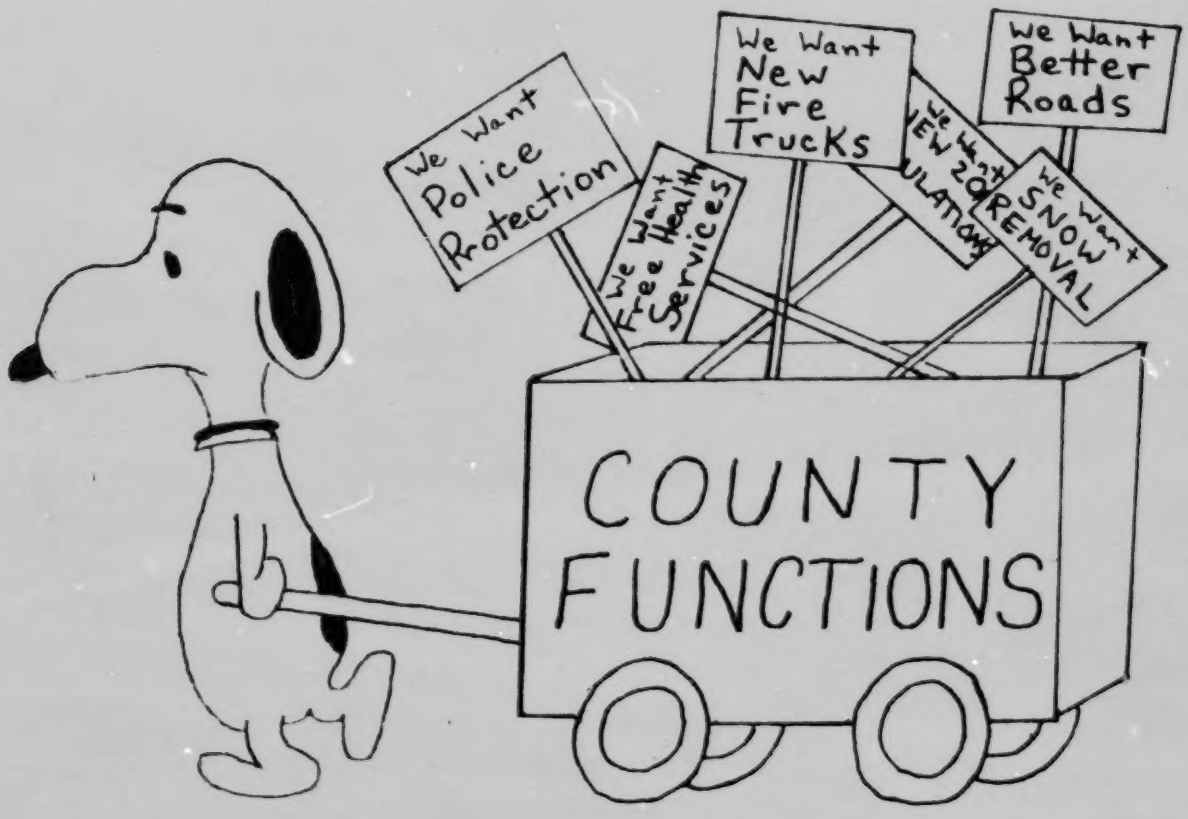
2. What were the major weaknesses of the LAP?

3. Which activities proved to be troublesome and in need of revision? Please be specific about the activity number and the specific problems which were encountered.

4. Would you recommend the inclusion of certain activities which seem to be logical, yet omitted? Be as specific as possible.

5. Do you have any suggestions of a general nature?

County Executive Form of Government


We Want Police Protection
We Want Free Health Services
We Want New Fire Trucks
We Want Better Roads
We Want SNOW REMOVAL
COUNTY FUNCTIONS

A LEARNING ACTIVITY PACKAGE FOR MIDDLE SCHOOL STUDENTS

THE COUNTY EXECUTIVE FORM OF GOVERNMENT

CARROLL COUNTY BOARD OF EDUCATION
WESTMINSTER, MARYLAND

SUMMER 1974

Prepared by:

Deborah Mackey, Oakland Mills Middle School

Coordinators

Ira Hiberman, South Carroll High School
Donald P. Vetter, Supervisor of Social Studies
Carroll County Public Schools

00104

The County Executive Form of Government

I. What's It All About?

Is there a need to have County government? What would it be like if we had no County government? If there were no County government, there may not be a central water supply or police patrolling the highways or firemen to save burning houses or paved streets or traffic control signals or public schools or public recreation or trash collection or community hospitals.

County government is "YOU" because it is run by elected officials and they represent "YOU." Don't sit back and say that the politicians should be doing more for the people. County leaders do what you ask of them. Let's get busy, let's get on the move, let's get involved in county government. County government can only be as good as "YOU" want to make it.

How Do I Get Into It?

1. Read carefully the objectives which are stated in Part II. These are the things which you should be able to do after completing the required activities. If you think you already know this information, complete the self-assessment on page E-8 and ask the teacher to check your answers.

2. Begin working on required activity one and work through the remaining activities.

3. Complete the self-assessment at the end of the "Required Activities."

   a. If you cannot answer some of the questions, review the appropriate activities in your LAP.

   b. If you can answer all of the questions, ask your teacher for the Post-Test.

4. If you cannot pass the Post-Test, you must review appropriate activities in the LAP. Then retake the Post-Test.

5. When you pass the Post-Test, you may begin working on the "Quest Activities" in Part IV of the LAP. If you are working for either an A or B, you must complete one or more of the Quest Activities as explained in the section "How Will I Be Graded?"

6. Do NOT write in this LAP. Keep all your work together because you may be asked to show it to your teacher.

00105

II. OBJECTIVES

WHAT DO I GET OUT OF IT?

After completing this LAP, you should be able to:

1. Identify the three branches of the County Executive form of government.

2. Discuss the functions of each of the three branches of the County Executive form of government.

3. Describe the functions of the County Executive.

4. Describe the functions of the County Council.

5. Describe the functions of the County Judiciary.

6. Analyze the functions of each branch and evaluate the advantages and disadvantages of this governmental form.

HOW WILL I BE GRADED?

REQUIREMENTS FOR "C" - You are required to complete the required activities and to satisfactorily complete the post-test. You may be asked to turn in your completed activities so your teacher may examine them.

REQUIREMENTS FOR "A" OR "B" - In addition to the requirements for a grade of "C," you must complete one or more of the "QUEST ACTIVITIES" in Part IV of the LAP. The quality of all work must be at either the "A" or "B" level.

00106

III. Required Activities - You are to complete each of these required activities in the order in which they are listed. When you finish all of the required activities, you are to take the Self-Assessment which is contained within this LAP.

Activity One - What are the three branches of the County Executive form of government?

A. Listed below are ten words, SCRAMBLED. There are three words that name the branches of the County Executive form of government. Unscramble each word and list it in Column II. Circle the three branches of county government. When you finish, check your answers with another student.

COLUMN I	COLUMN II
1. xectueive	
2. tovers	
3. dairo	
4. ploice	
5. vitelisone	
6. juicadil	
7. vloinceie	
8. snweapper	
9. tpiotalci	
10. tivelagisle	

OR

B. Circle one word in each column that identifies a branch of the County Executive form of government. After you have completed this activity, check your answers with another student. Using a reference book, write a brief definition of each of the three terms.

Column I	Column II	Column III
metropolitan	prosecution	bureau
politics	executive	department
newspaper	civil	ordinance
legislative	embassy	sheriff
capitalism	international	judicial
ballot	district	urban

00107

Activity Two - What are the duties of a County Executive?

A. Read Student Resource 1, "Executive Branch." Your teacher will provide this material for you. After you have finished reading this resource, select a partner and formulate a list of the duties of a County Executive. Compare your completed list with another "team" to be sure that your list is complete.

OR

B. Read Student Resource 1, "Executive Branch." Your teacher will provide this material for you. After you have finished reading this resource, you are to make a display which shows the various roles the County Executive performs. Perhaps you can draw pictures which show the County Executive in action, or you may want to cut out pictures or news articles from magazines or newspapers which demonstrate the powers and duties which are associated with this county office. You are limited only by the creativity which you make use of in completing this project.

00108

Activity Three - What are the duties of the County Council?

A. Read Student Resource 2, "The Legislative Branch." This resource will be provided by your teacher. When you finish reading this resource, you are to form a group of at least six other students and conduct a "mock" County Council meeting. The steps that you should follow are:

1. Make signs which show who you are and which indicate what district or area of the county you represent.
2. Select a County Council President who will be responsible for conducting the meeting.
3. Decide what items of importance will be discussed at the particular meeting.
4. Perhaps each member of the Council might introduce an item which they consider important.
5. Each item to be introduced into the agenda should be researched and all of the facts regarding that item should be written down. If possible, select items which are current matters of concern within your county.
6. Submit to the Council President a request to speak on the area of concern which you desire to introduce at the meeting.
7. The Council President will compile an agenda based on the requests which he or she receives from the members of the Council.
8. The meeting will follow the agenda and the Council President will provide the opportunity for all Council members to respond to the item under question.
9. Every Council meeting must have a secretary who will record the minutes of the meeting. You should select a council member to handle this task.
10. At the conclusion of the meeting, the completed minutes should be posted by the teacher.
11. There will be news reporters at the meeting and they will be reporting on the matters under discussion at the meeting.

OR

B. Read Student Resource 2, "The Legislative Branch." This resource will be provided by your teacher. When you finish reading this resource, you will assume that you are a news reporter who has been assigned to cover the story of a County Council meeting. These Council meetings are being held within your classroom and various students in the class are playing the role of Council members. It will be your job to write a newspaper story on <u>one</u> of these Council meetings. If the opportunity is provided, you may ask questions of specific Council members at the conclusion of the meeting. Remember, other people will be reading your newspaper story so watch that spelling and grammar.

Activity Four - What are the duties of the County Judiciary?

A. Secure Student Resource 3, "The Judicial Branch." Read about the organization, duties and responsibilities of this branch of County government.

AND

Examine each of the following cases and decide which court would have authority over each of the cases. When you finish, form a group with several other students and discuss your answers.

1. A fifteen year old youth was taken into custody and charged with shoplifting in a department store. The youth possessed jewelry that valued $300. Which court would have jurisdiction over this case?

2. After months of investigations, Mr. Capps, an unemployed welder, was taken into custody and charged with using an illegal credit card. The purchases that he made totaled $3,000. What court would have jurisdiction over this case?

3. Joe and Mary Mixer died leaving an estate and two lovely children. The Mixers had no living relatives in the United States but there was a distant cousin in Mexico. The court had to decide who the children would live with and what would happen to the Mixers' estate. What court would have jurisdiction over this case?

OR

B. Secure Student Resource 3, "The Judicial Branch." Read about the organization, duties and responsibilities of this branch of government.

AND

Make a chart showing the various levels of the County Judiciary and what the jurisdictional responsibilities are for each level. Make your chart large enough so that it may be used for display purposes.

Activity Five - What are the advantages and disadvantages to the County Executive form of government?

A. Ask your teacher for Student Resource 4, "Advantages and Disadvantages of the County Executive Form of Government." Read this resource and prepare a well-written and logical, one page essay in which you encourage the counties operating under the Commissioner form of county government to convert over to the Executive format. Be sure to support your argument with at least five thought out supporting statements.

OR

B. Ask your teacher for Student Resource 4, "Advantages and Disadvantages of the County Executive Form of Government." Read this resource and write a newspaper editorial in which you defend the county executive form of government as the most effective form of county government. If you wish, you may take the other point of view. Be sure to include at least five logical supporting statements to prove your position.

00111

SELF-ASSESSMENT

DIRECTIONS: If you can pass this self-assessment, you are ready to take the Post-Test. Check your self-assessment test with the answers that have been provided at the end of this LAP.

Part I - True or False. Read each of the following statements carefully. If the statement is true, place the letter "T" next to that statement. If the statement is false, place the letter "F" in the space provided and correct the statement.

_____1. The county executive appoints the heads of county departments.

_____2. The county council prepares and submits the county budget to the county executive for his approval.

_____3. The county judiciary is responsible for establishing and enforcing county zoning regulations.

_____4. The county council is appointed by the county executive for a term of four years.

_____5. The county executive is responsible for holding news conferences to keep the voters of his county informed about the process and progress of county government.

Part II - Fill in the blanks. Supply the missing word or words to complete each of the following sentences.

1. The legislative body in a county executive form of government is called the _____.

2. Cases involving estates are handled by the _____ court.

3. The three branches of government in a county executive form of government are _____, _____, and _____.

4. The four major courts of the county judiciary are _____, _____, _____ and _____.

5. The main function of the county is to act as an agent for the _____.

IV. QUEST ACTIVITIES

These quest or optional activities are designed for students who wish to receive a grade of "A" or "B" for the entire LAP. You do not have to do all of these activities, but you must do at least one activity if you want an "A" or "B."

A. If you were creating a perfect county government of the future, how would you organize it? Make a model of your government or describe the officials who would serve the legislative, executive and judicial functions. Make note of their powers, their terms of office, their salaries and duties.

B. Invite a councilman, a judge or the county executive to talk to your class. If you intend to contact anyone, please consult your teacher before you make any arrangements.

C. Go to a public library or write your County Executive requesting that he send you a copy of the county budget. Analyze the expenditures and react to the consideration of money management within your county.

D. Attend a County Council meeting. Pretend that you are a news reporter. Write a column describing some of the issues that were discussed during the meeting.

E. Ask your teacher for the questionnaire sheet, "Know Your County," Student Resource V.

1. Make a survey in your community or school to find out what people know about the County Executive in your community or school.

2. Compile all of your data, then make a chart illustrating what people did and did <u>not</u> know about their County Executive.

ANSWERS FOR SELF-ASSESSMENT

Part I

1. T
2. F
3. F
4. F
5. T

Part II

1. County Council
2. Orphan's Court
3. Legislative, Judicial, Executive
4. Orphan's Court, District Court, Circuit Court, Juvenile Court
5. State

00114

A LEARNING ACTIVITY PACKAGE FOR MIDDLE SCHOOL STUDENTS

THE COUNTY EXECUTIVE FORM OF GOVERNMENT

TEACHER'S GUIDE

CARROLL COUNTY BOARD OF EDUCATION
WESTMINSTER, MARYLAND

SUMMER 1974

Prepared by:

Deborah Mackey, Oakland Mills Middle School

Coordinators

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Donald P. Vetter, Supervisor of Social Studies
Carroll County Public Schools

00115

Carroll County Board of Education

Westminster, Maryland

INTRODUCTION

A critical examination of citizenship education in the schools of Maryland reveals several curricular shortcomings. First, too few instructional materials are available in the field of state and local government, and second, where curriculum materials do exist, there is a marked need to improve upon their quality. Based on these needs, a House Joint Resolution was passed in 1973 which recommended the development of curriculum materials on state and local government. Accordingly, the Maryland State Department of Education funded a series of state-wide workshops to deal with this matter.

Participants to these workshops were to be engaged in activities to expand their knowledge of state and local government through personal contact with experts from the political arena. At the Tri-County Workshop, involving students from Carroll County and teachers from Carroll, Howard and Frederick Counties, there were interaction sessions with county appointed and elected officials, municipal mayors and state senators and delegates. As a result of these sessions, materials on the form and function of local, state and county government were developed.

These instructional materials are organized in the form of individualized learning activities packages. They are designed to provide for the appraisal of learner entry levels and pupil self assessment as well as to facilitate post-instructional evaluation. Hence, it is not necessary for the learner to complete activities that yield concept formation for which he has demonstrated understanding. The design of the materials, including the activities and resources, provide for flexibility in their use. They are organized in a manner which should permit you to insert them with relative ease into almost any existing curriculum structure.

With any undertaking of this magnitude, there are bound to be oversights and other problem areas which materialize. Thus, we have provided the user of these materials with a "tear-out" evaluation sheet and a self-addressed envelope. We are asking that you complete this evaluation after using these materials with your students. Place the form in the attached envelope and send it to the agency listed on the face of the envelope.

We wish you success in your use of these materials, and we seek your support in their evaluation.

Donald P. Vetter, Supervisor
Office of Social Studies

Ira Hiberman, Chairman
South Carroll High School

THE COUNTY EXECUTIVE FORM OF GOVERNMENT

TEACHER'S GUIDE

RATIONALE

The purpose of this LAP is to introduce the student to the County Executive form of government. These activities are intended to make the student aware of the form and function of one type of county government.

It will take approximately eight class periods for the student to complete this LAP. Some of the Optional or Quest Activities must be done outside the formal classroom. The student must successfully complete the entire LAP in order to get at least a grade of "C." The student must do at least one Quest activity in order to get an "A" or "B."

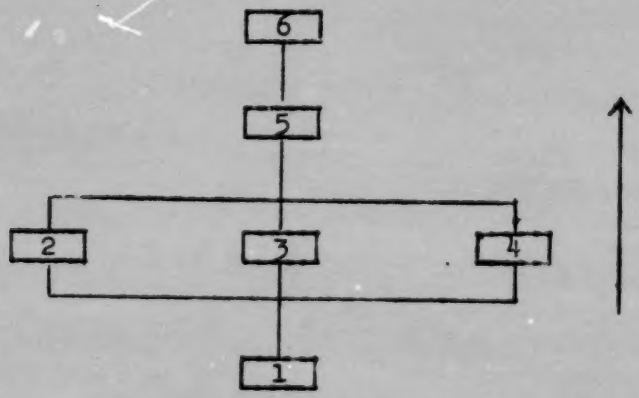
OBJECTIVES

Terminal Objective

6. When given information about the County Executive form of government, the student will identify the three branches, list their respective functions and draw conclusions on the advantages and disadvantages of this governmental form. These conclusions will be enumerated in a one page essay or newspaper editorial containing at least five supporting statements.

Enabling Objectives

5. The student will be able to discuss the functions of each of the three branches of the County Executive form of government.
4. The student will be able to describe the functions and duties of the County Executive.
3. The student will be able to describe the functions of the County Council.
2. The student will be able to describe the functions of the County Judiciary.
1. The student will identify the three branches of the County Executive form of government.



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STUDENT RESOURCE I

THE COUNTY EXECUTIVE FORM OF GOVERNMENT

Executive Branch

The County Executive is elected every four years in most counties. He must be a citizen of the United States and a registered voter of that county. The salary of the County Executive is determined by the county that he represents. The County Executive is responsible for administering the laws and policies enacted by the County Council. He may appoint and remove officials from departments of the county government. The Executive may veto any legislative bill within ten days and return it to the Council with his views for further action. He also plays an influential role in determining policies and exercising leadership.

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STUDENT RESOURCE II

Legislative Branch

As most of us are aware, making laws is the chief function of any legislative branch of government. The County Council serves in this capacity. The number of members on the County Council differs from county to county. Each council member is elected by the voters of the county. The duties of the County Council include:

1. approving plans for county development and zoning
2. approving the county budget
3. levying taxes
4. making appropriations of the county funds.

00119

STUDENT RESOURCE III

The Judicial Branch

The main function of the Judiciary is to pass judgment in cases involving the laws of the county. There are four courts that make up the Judicial System: (1) Circuit Court, (2) District Court, (3) Orphans' Court and (4) Juvenile Court.

The Circuit Court

The Circuit Court has jurisdiction over major criminal and civil actions involving more than $500 and all equity cases. It includes a chief judge, an administrative judge for the court, an administrative judge for the county, and several associate judges are elected by the people.

District Court

Judges of the District Courts are appointed by the Governor of our State. This is at least one District Court resident appointed from each county in the district. The District Court has jurisdiction over all traffic cases except felonies, if the defendant is at least sixteen years of age. It has jurisdiction over: (1) statutory misdemeanors, (2) cases involving theft where the value does not exceed $500.

Orphans' Court

The Orphans' Court has jurisdiction over estates, wills, and appointing persons as guardians to children whose parents are deceased. There are three elected judges that serve each county for a term of four years.

Juvenile Courts

The Juvenile Court was set up to handle juvenile case regarding youth under the age of eighteen who have been charged with being delinquent. Most counties have the Circuit Court judge handle Juvenile cases. In Montgomery County, juvenile cases are handled by the district court. When a juvenile is charged with delinquency, this means that he may be in need of supervision, dependent, negligent or mentally handicapped.

STUDENT RESOURCE IV-A

Advantages and Disadvantages of the
County Executive Form of Government

A. **Advantages of the County Executive form of government:**

1. Strong political leadership. The County Executive helps assure strong political leadership to meet the complex problems of rapidly expanding counties today.

2. Responsiveness to the public. The County Executive is visible to the people and press. He wants to remain in office; therefore, he will try to respond to the needs of the people. He may desire to seek a higher office; therefore he must try to have a good performance record.

3. Ability to withstand the majority of the voters. The County Executive is elected by the majority of the voters in the county. This means that he is favored by most of the voters as opposed to a few pressure groups or interest groups.

4. Responsibility can be pinpointed. The public is aware of the duties and responsibilities that lie in the hands of the County Executive.

5. Power of veto. The County Executive has the power to veto any legislative bill. This veto may be overridden by a two-thirds vote of the County Council, in most counties. This enforces the separation of powers and the system of checks and balances which provides a balance in terms of power.

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B. Disadvantages of the County Executive form of government:

1. Dangerous concentration of political power. There is always a major concern for giving one man too much power at the local level. Decisions that often affect a small population or minority group may be pushed aside or totally disregarded.

2. Not always a good administrator. Although most people would assume that most County Executives are good administrators, this is not always true. You cannot judge leadership ability like you would judge a popularity contest or a beauty contest. There have been times when the most dynamic speaker has been the worst administrator, with very little leadership ability.

3. Too responsive to the public will. Often administrative officials spend too much time trying to please everyone and this results in fewer accomplishments on their part. Consequently, nothing gets done and no one is satisfied.

4. Too busy promoting himself. The job of a County Executive is a prestigious one. He is in the political spotlight. It is only natural that the County Executive be interested in promoting himself. While the County Executive becomes busy trying to elevate himself, the county government becomes weak and inefficient.

5. County government is unique. The fact remains that the county government is unique. No County Executive could ever know enough about county government to be able to guarantee to the people that the problems will be solved. The problems may be few but they are generally very complex problems. Although the separation of powers and the functions of each of the branches of the County Executive form of government are defined, you might question who actually runs the government.

STUDENT RESOURCE V

"Know Your County"

Questionnaire

1. What is the name of your County Executive? _____

2. What are two of his responsibilities to the public?

   1. _____
   _____
   _____

   2. _____
   _____
   _____

3. Do you feel that the County Executive should be a college graduate? _____ Yes _____ No

4. What is his present salary? _____

5. Do you feel that the County Executive form of government is the most efficient form of county government? _____ Yes _____ No

Name _____

PRE-TEST

PART I - Multiple Choice. Choose the best answer for each of the following questions.

1. The county budget is prepared by the

   a. County Council
   b. County Executive
   c. Sheriff
   d. Voters

2. The county budget is approved by the

   a. County Council
   b. County Executive
   c. Police
   d. Judges

3. The main function of the county is

   a. to act as an administrative agent for the state
   b. to govern the people of the county
   c. to pass legislation for the county
   d. all of the above

4. The lawmaking powers rest with the

   a. County Council
   b. County Executive
   c. County Judiciary
   d. County Police Authority

5. Appointments, to head departments, are made by

   a. the County Executive
   b. the County Council
   c. the county voters
   d. the State Legislature

PART II - Answer the following questions.

1. List the four major courts that make up the judicial branch of the County Executive form of government.

   a.
   b.
   c.
   d.

2. List three of the functions of the legislative branch of a County Executive form of government.

   a.
   b.
   c.

3. List three of the functions of the executive branch of a County Executive form of government.

   a.
   b.
   c.

4. List two of the functions of the judicial branch of a County Executive form of government.

   a.
   b.

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ANSWERS FOR PRE-TEST

Part I

1. B
2. A
3. D
4. A
5. A

Part II

1. District Court
   Circuit Court
   Orphan's Court
   Juvenile Court

2. Approves plans for county development and zoning
   Approves county budget
   Levies taxes
   Approves appropriations

3. Veto proposed legislation
   Policy determination
   Administers laws and policies of the county
   Appoints department heads
   Formulates county budget

4. Deals with criminal violations of law
   Deals with civil suits
   Rules on cases involving estates
   Deals with cases involving juvenile offenders

00125

Name _____

POST-TEST

Part I - Below is a list of various powers, duties and functions. Identify the branch of the County Executive form of government that has the responsibility to perform the tasks which are noted.

_____ 1. Approves county appropriation of funds.

_____ 2. Levies taxes.

_____ 3. Formulates the county budget.

_____ 4. Deals with cases involving the violation of county laws.

_____ 5. Appoints department heads.

Part II - Answer the following questions.

1. List three advantages and three disadvantages of a County Executive form of government.

ADVANTAGES	DISADVANTAGES
1.	1.
2.	2.
3.	3.

2. List the four courts which are part of the County Judiciary.

1.
2.
3.
4.

00126

ANSWERS FOR POST-TEST

Part I

1. Legislative
2. Legislative
3. Executive
4. Judicial
5. Executive

Part II

1. Advantages

   Strong political leadership
   Responsiveness to public
   Majority support
   Pinpointed responsibility
   Veto power

   Disadvantages

   Concentration of political power
   Dependence on administrative ability within single individual
   Over-responsiveness to public
   Tendency for Executive to seek higher political office

2. District Court
   Circuit Court
   Orphan's Court
   Juvenile Court

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Tri-County Workshop on Government
Carroll County Public Schools
Westminster, Maryland 21157
Summer, 1974

MATERIALS EVALUATION INQUIRY

Title of LAP covered by this evaluation _____

County in which LAP was employed _____ Grade level _____

Course in which LAP was used _____

Number of days spent on LAP _____

DIRECTIONS: Please complete the following rating scale for each of the questions listed below.

	EXCELLENT	GOOD	FAIR	POOR
1. Were the objectives clear and concise?	1	2	3	4
2. Did the activities included in the LAP satisfy the stated objectives?	1	2	3	4
3. Were there a sufficient number of alternative activities for the accomplishment of each objective?	1	2	3	4
4. Were the activities of a practical nature?	1	2	3	4
5. Were the resources necessary to carry out the various activities readily available?	1	2	3	4
6. Was the pre-test functional in establishing the learning entry level of your students?	1	2	3	4
7. Did your students find the self-assessment instrument valuable in terms of preparing for the post-test?	1	2	3	4

8. Was the post-test a comprehensive evaluation of the activities and the objectives contained within the LAP?

1 2 3 4

9. Were the teacher answer sheets for the three evaluation instruments complete and accurate?

1 2 3 4

10. What was the reaction of your students to the LAP?

1 2 3 4

11. Did your students have any trouble understanding the directions in the LAP?

1 2 3 4

12. Did the LAP hold the interest of your students?

1 2 3 4

Please respond to the following questions in a full and complete manner.

1. What were the major strengths of the LAP?

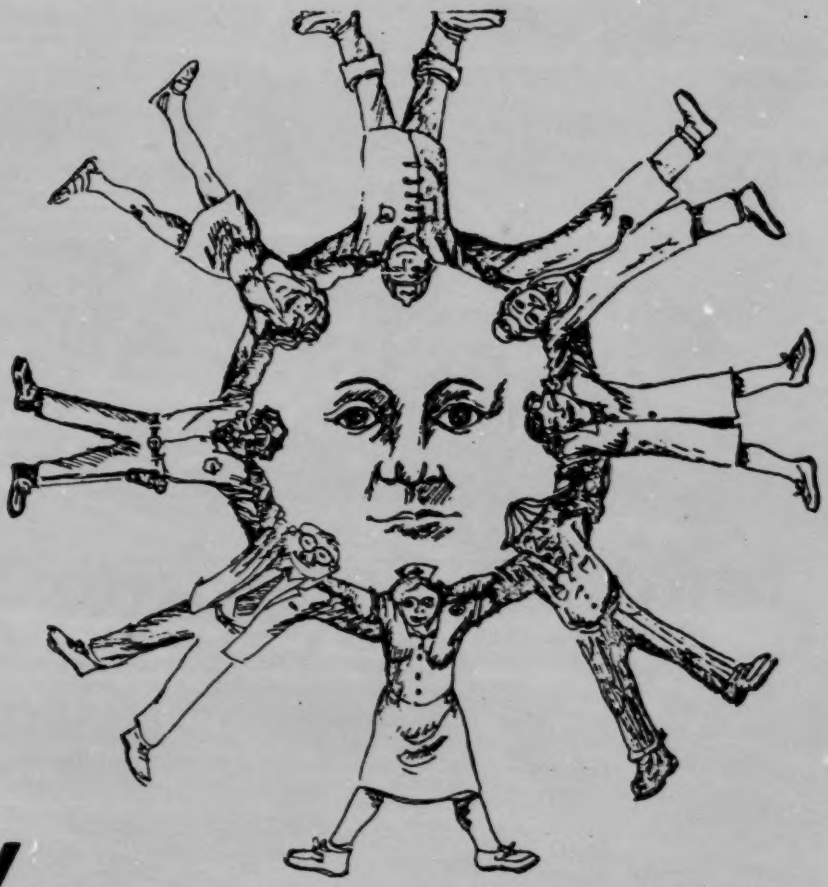
2. What were the major weaknesses of the LAP?

3. Which activities proved to be troublesome and in need of revision? Please be specific about the activity number and the specific problems which were encountered.

4. Would you recommend the inclusion of certain activities which seem to be logical, yet omitted? Be as specific as possible.

5. Do you have any suggestions of a general nature?

IS ANYBODY "GONNA" HELP ME?



00131

A LEARNING ACTIVITY PACKAGE FOR MIDDLE SCHOOL STUDENTS

COUNTY SOCIAL SERVICE AGENCIES

CARROLL COUNTY BOARD OF EDUCATION
WESTMINSTER, MARYLAND

SUMMER 1974

Prepared by:

Sandy Rhodes, Green Valley Elementary School
John Crowe, Governor Thomas Johnson Junior High School

Student Coordinator

Larry Gonder, Francis Scott Key High School

Coordinators

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COUNTY SOCIAL SERVICE AGENCIES

OR

"IS ANYBODY GONNA HELP ME?"

PART I - WHAT FOR?

Sometime in your life you may find yourself faced with problems that don't seem to have a solution. Perhaps your father is temporarily out of work, or you cannot live in your own home. Perhaps you need medical, dental or legal care that you just can't afford. Where can you go for help? Whom can you talk with?

When you have finished this LAP, you will be able to name appropriate county social service agencies and describe how they can help you in various situations of personal need.

HOW DO I GET INTO IT?

1. By now you have probably read the section "What For?." If you have not yet discovered what the LAP is about, go back to Part I and read to find out - what for?

2. Read the objectives in Part II. They will tell you what you should be able to do after you finish this LAP.

3. At this time you will be asked to take a Pre-test in order to determine what you already know about County Social Service Agencies. Do the best job that you possibly can on the Pre-test. If you show your teacher that you currently have a high degree of un derstanding about the material studied in this LAP, you will be excused from doing some of the required activities, and you will be permitted to do some of the "Quest Activities" in their place.

4. Your teacher will tell you which of the "Required Activities" you are to complete. He or she will base this on your pre-test score.

5. Depending on which of the required activities you will have to complete, you should start with the lowest numbered activity and work through the other required activities in numerical order.

6. When you finish the required activities, you are ready to take the self-assessment. If you pass the self-assessment, you may request the post-test from your teacher. If you have difficulty in answering some of the questions on the self-assessment, you should review the appropriate parts of the LAP before requesting the post-test.

7. If you pass the post-test, you may proceed to work on the "Quest Activities."

8. Do NOT write in this LAP. Keep all your work together. You will have to show it to your teacher.

PART II - OBJECTIVES

When you finish this LAP, you will be able to:

1. Collect and organize information about county social service agencies from a variety of different sources.

2. Use proper terms when you are discussing the various county social service agencies and their specific functions and programs.

3. Analyze the factors of a case in order to recommend a reasonable course of action that will yield the resolution of a problem or issue which is critical to the case.

4. Select the appropriate county social service agency that can aid in an imaginary case and identify at least one way that the agency can help with the situation.

PART III - REQUIRED LEARNING ACTIVITIES

Start with Activity 1 and complete all of the remaining activities in numerical order. Be sure to place all of your completed work in a folder in order that it might be collected by your teacher.

Activity 1 - What are some of the key words and phrases having to do with social service agencies?

A. With a partner or in a small group, discuss the meanings of the terms "social services" and "agency." Jot down ideas and phrases about these terms that sound likely to be correct. Be sure you have at least three ideas or phrases for each term. Compare your meanings with those in a dictionary.

AND

B. Write a paragraph about "Eligibility." Define this word and tell of four types of eligibility requirements that may have to be met in order to receive assistance from various social service agencies.

00135

Activity 2 - How can I find out information about the various County Social Service Organizations?

A. Using Pamphlets and Brochures

Step 1. Check with your teacher for pamphlets or brochures on social service agencies or check the vertical file in the media center for such materials. These files are full of folders filed alphabetically by topic. Check with your teacher or media specialist (librarian) for help using the vertical files.
Step 2. Read the pamphlets and brochures and take notes.
Step 3. Form a group with at least three other students who have completed this activity and share the results of your reading and note-taking.

AND

B. Using An Almanac

Almanacs are up-to-date references full of facts and figures. They are found in the non-fiction section and in the reference section of the media center.

Step 1. Use the General Index of a recent almanac to find names and page numbers of possible topics related to a specific social services agency. Helpful topics often are "social services," "social security" and "welfare."
Step 2. Read the selections and take notes.
Step 3. Return to the group that you worked with when you finished looking through the pamphlets and brochures. Share your new findings with the group.

AND

C. Letter Writing

Step 1. Using a phone book, address an envelope to a specific county social service agency.
Step 2. Draft a business letter to that county social service agency to request information. Request promptness in their reply and thank them for their trouble.
Step 3. Show the draft of your letter to the teacher for approval.
Step 4. After receiving your teacher's approval, you may complete your good copy of the letter.
Step 5. Mail your letter immediately!

NOTES: Use a grammar or English book if you need help on the format of a business letter.
This method of collecting information may be time-consuming. Agencies cannot always answer letters promptly.

OR

00136

D. Interviewing (Phone or In-person)

Interviewing is a personal conference method of collecting information. Be aware that you must distinguish between facts and opinions expressed by the person that you interview.

You may use a grammar or English book if you need more help in interviewing skills.

Step 1. Do a little background reading on a county social service agency and write specific questions about that agency to ask at the interview. Show your list of questions to your teacher for approval.

Step 2. Using the phone book, find and write down the agency title, phone number and address.

Step 3. Phone the agency, identify yourself, and ask to speak to the person in charge or someone who can give you detailed information about the agency. Write down this person's name, job title and phone extension number (if available.)

Step 4. When speaking to this person, either ask him to answer your questions over the phone OR make an appointment to interview him/her in person. Carefully record his/her answers to your questions. Try to get one or two quotations. Be sure to thank him/her for consenting to be interviewed.

OR

E. Guest Speakers

Check with the teacher before you do this activity.

Step 1. Using the phone book, write down the name and phone number of a county social service agency.

Step 2. Prepare a list of topics you would like the agency speaker to discuss. Show this list to your teacher for approval.

Step 3. Call the agency and ask to speak to the head of the agency or another person who is able to give a short talk about the agency's services. Set a time and date for this talk. Make sure that this time and date are agreeable with your teacher. Ask the speaker to tell you something about his background and experience so that you will be able to introduce them to your class. Tell him the topics you would like him to speak about.

Step 4. Inform the class of the speaker's name, agency, background, experience, topics he will speak about and the date and time of the talk. Ask them to prepare questions to ask the speaker about his agency and its functions or services.

Activity 3 - How can I recognize the proper county social service agency to ask for help in times of crisis?

A. Read Student Resources 1-4, "What It's Like: Four Cases." For each of the four cases, name the appropriate county social service agency that the people in the case could turn to for help. Describe at least one way that the agency could help these people with their personal crisis situation.

AND

B. Design four role-playing situations that show instances of personal need that could be remedied by social service agencies. Include in each situation true to life characters and problems. Act out these situations. For each situation, have the "audience" name a specific agency that could provide assistance and describe the nature of that assistance. Tell your teacher when you are ready to act out the situations so that he/she may observe the drama and participate in the discussion afterward.

OR

C. Design and write up four situations that show instances of personal need that could be remedied by social service agencies. Include in each situation true to life characters and problems. Swap your written situations with a partner. For each situation, you will name an appropriate social services agency that could provide assistance and describe the nature of that assistance. Check your responses with your partner; then show them to your teacher.

Name _____

SELF-ASSESSMENT

Part I - Match the proper definition for each of the terms in the left column.

1. Social Services	A. A government bureau or administrative agency
2. Service Agency	B. Meeting specified requirements
3. Eligibility	C. Organized welfare efforts carried on under professional sponsorship

Part II - List at least four ways, other than encyclopedias or textbooks, to find out information about county service agencies.

1.

2.

3.

4.

Part III - List five social service agencies and explain which functions are performed by each of the agencies you have listed.

AGENCY	FUNCTION
1.	
2.	
3.	
4.	
5.	

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STUDENT BIBLIOGRAPHY

This is a brief list due to the scarcity of materials on county social services agencies. A * has been placed next to resources found to be particularly helpful.

A. Books

*1. Public Welfare in Maryland, Parts 1 and 2
League of Women Voters of Maryland
September, 1968 and July, 1969
5 State Circle
Annapolis, Maryland 21401

2. Know Your County--Facts About Frederick County and Its Government
Board of County Commissioners
Frederick County, Maryland
1972

3. County Phone Book
In yellow pages look under Social Services and Welfare Organization. In white pages look under
_____ County and name of specific agency.
(name of your county)

4. A Study of Local Government: Frederick County, Maryland
A Report to the Frederick County Government Study Commission
Maryland Technical Advisory Service
Bureau of Governmental Research
College of Business and Public Administration
University of Maryland
College Park, Maryland
November, 1967

*5. Directory of (name of your county) County Resources
Published by (name of your county) County Council of Social Agencies

B. Pamphlets and Brochures

*Contact your county Department of Social Services and specific agencies for a wealth of free, informative pamphlets and brochures.

1. The High Cost of Poverty, 1962
Edgar May
Harper and Brothers

2. Tell Me Where to Turn - The Growth of Information and Referral Services, 1969
The Public Affairs Committee, Inc.
New York, New York

C. Filmstrips, Movies, Tapes, Loops, Transparencies

Check your county's Instructional Media Center audiovisual catalogue.

D. Magazines (Periodicals)

See Reader's Guide to Periodical Literature for articles related to: Welfare, Social Services, governmental assistance agencies (state and local), child care, aid to the aged, aid to the disabled, food stamps, legal aid (judicare), medical assistance.

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PART IV - QUEST ACTIVITIES

When you have successfully completed Activities 1 to 3 and the Post-test, you may want to pursue social services agencies in more detail. Choose some activities from this section or design some of your own. Be sure to clear all self-designed activities with your teacher before starting.

Quest Activity 1 - Interview students or people in the street. Design a questionnaire to be used for the interviews. Try to find out if these people are aware of the county social service agencies, the services they provide, and any eligibility requirements. Present your questionnaire responses organized in table or chart form, and a summary/evaluation of your interview to your teacher and/or class.

Quest Activity 2 - On a county map, locate and mark the location of the social services agencies. Describe their proximity (close together? spread out?). Can you establish any location patterns? What reasons might explain the locational relationships which you have discovered?

Quest Activity 3 - Prepare a filmstrip and/or tape about an agency. If you make a filmstrip, use very fine point pens and pencils. Letter very carefully and as small as possible. Double check finished filmstrip for accuracy. After showing or playing the filmstrip or tape to obtain your teacher's approval, place it on display with the necessary audio-visual equipment for your classmates to look at or listen to.

Quest Activity 4 - After getting approval from teacher, office, and parents, contact a social service agency that particularly interests you. Make arrangements to spend a day at the agency, touring and becoming involved in the work of the agency as much as possible. Prepare a short talk or written explanation of how you spent the day.

Quest Activity 5 - Many people today are concerned about welfare programs, both on the local and federal levels. Gather and evaluate information on this topic, especially looking for weaknesses in the system. Design an alternate Family Assistance Plan (welfare) that eliminates or decreases these weaknesses. Due to the scope of this activity, you may wish to work with a partner. When you have completed this activity and have received teacher approval, present your program to the class for reactions.

An excellent source is Public Welfare in Maryland.
Part 1 covers Federal and State welfare operations
(copyright September, 1968)
Part 2 covers County welfare operations in detail
(copyright July, 1969)

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ANSWERS TO SELF ASSESSMENT

Part I

1. C
2. A
3. B

Part II

1. Guest Speakers
2. Films, Filmstrips
3. Interviews
4. Letter Writing
5. Field Trip or Visit to office
6. Brochures and Pamphlets
7. Magazines

Part III

You should check the various pamphlets and brochures, which your teacher has provided, in order to check the accuracy of your responses to this part.

00143

A LEARNING ACTIVITY PACKAGE FOR MIDDLE SCHOOL STUDENTS

COUNTY SOCIAL SERVICE AGENCIES

TEACHER'S GUIDE

CARROLL COUNTY BOARD OF EDUCATION
WESTMINSTER, MARYLAND

SUMMER 1974

Prepared by:

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Carroll County Board of Education

Westminster, Maryland

INTRODUCTION

A critical examination of citizenship education in the schools of Maryland reveals several curricular shortcomings. First, too few instructional materials are available in the field of state and local government, and second, where curriculum materials do exist, there is a marked need to improve upon their quality. Based on these needs, a House Joint Resolution was passed in 1973 which recommended the development of curriculum materials on state and local government. Accordingly, the Maryland State Department of Education funded a series of state-wide workshops to deal with this matter.

Participants to these workshops were to be engaged in activities to expand their knowledge of state and local government through personal contact with experts from the political arena. At the Tri-County Workshop, involving students from Carroll County and teachers from Carroll, Howard and Frederick Counties, there were interaction sessions with county appointed and elected officials, municipal mayors and state senators and delegates. As a result of these sessions, materials on the form and function of local, state and county government were developed.

These instructional materials are organized in the form of individualized learning activities packages. They are designed to provide for the appraisal of learner entry levels and pupil self assessment as well as to facilitate post-instructional evaluation. Hence, it is not necessary for the learner to complete activities that yield concept formation for which he has demonstrated understanding. The design of the materials, including the activities and resources, provide for flexibility in their use. They are organized in a manner which should permit you to insert them with relative ease into almost any existing curriculum structure.

With any undertaking of this magnitude, there are bound to be oversights and other problem areas which materialize. Thus, we have provided the user of these materials with a "tear-out" evaluation sheet and a self-addressed envelope. We are asking that you complete this evaluation after using these materials with your students. Place the form in the attached envelope and send it to the agency listed on the face of the envelope.

We wish you success in your use of these materials, and we seek your support in their evaluation.

Donald P. Vetter, Supervisor
Office of Social Studies

Ira Hiberman, Chairman
South Carroll High School

OBJECTIVES

A. Terminal Objective

Given several instances of personal need, the middle school student will select the appropriate county social service agencies and name and describe at least one way the agencies can help.

B. Enabling Objectives

1. Given the four categories of county social service agencies (Child Care, Monetary Assistance, Aid to the Aged and/or Disabled, Other Services), the middle school student will be able to collect, organize, and describe information about the functions of one agency from each category.

2. When supplied with a series of case studies involving personal crisis situations, the student will analyze the details of the case in order to recommend an agency or agencies that might be of service to the people who are involved in the situation.

3. The student will be able to define and properly use terms and language which are associated with the county social service agencies.

NOTE TO THE TEACHER

1. There is a general lack of information about county social service agencies in textbooks, encyclopedias, films and filmstrips. However, it is possible to obtain the needed information from your county's Department of Social Services and related agencies in the form of brochures, pamphlets and manuals.

2. This LAP appears to be a rather sophisticated one for many middle school students. Therefore, you should examine it carefully to assess its appropriateness for your pupils.

   High school teachers may find that this package can be readily modified to make it a suitable instructional resource for their students. Many of the activities provide an excellent opportunity for community involvement which should be of particular interest to mature learners.

3. Attached to this guide is a tear-out evaluation sheet and a self-addressed envelope. After your students have completed this LAP, please respond in a candid manner to the questions on the evaluation form and forward this information to

   Mr. Donald P. Vetter
   Supervisor of Social Studies
   Carroll County Public Schools
   Westminster, Maryland 21157

   Only with your cooperation will we be able to further improve the quality of instructional materials in the realm of Maryland State and Local Government.

Name _____

Section _____

PRE-TEST

Part I - Circle the correct answer(s).

1. Which of the following definitions best describes the term "social services?"

   a. providing assistance to those in need
   b. organized welfare efforts carried on under professional sponsorship
   c. a branch of the military
   d. pertaining to helping one's neighbors

2. Which two of the following definitions describe the term "service agency?"

   a. a government bureau or administrative division
   b. a business firm
   c. an office that hires actors and actresses
   d. an organization that provides some service

3. Which two of the following definitions describe the term "eligibility?"

   a. wanting to be chosen
   b. meeting specified requirements
   c. being qualified to be chosen
   d. knowing a lot of information

Part II - List five ways of collecting information other than using encyclopedias, text books or library books.

4.
5.
6.
7.
8.

Part III - List at least two important functions (duties) of:

9. County Child Care agencies
10. County monetary assistance agencies
11. County agency that provides aid to the aged and/or disabled.
12. County medical assistance and legal aid agencies (one function for each)

Part IV - Next to each situation, write the name of the appropriate county agency from which you would seek help. Choose from the following list of agencies:

a. Old Age Assistance
b. Public Assistance to the Needy Blind
c. Aid to the Permanently and Totally Disabled
d. General Public Assistance
e. Foster Care
f. Adoption
g. Child Abuse and Child Neglect
h. Home Licensing
i. Day Care Center
j. Medical Assistance
k. Food Stamps
l. Judicare (legal aid)
m. Visiting Homemaker Service

13. _____ You have been arrested for a shoplifting violation. You need a lawyer, but cannot afford one. Which agency will provide you with a lawyer at no cost?

14. _____ Your father recently lost the complete use of his right arm. He is legally unable to work and make money to meet family expenses. Which agency will help your family meet expenses?

15. _____ Your stepfather has never liked you. He often beats you severely and sends you to your room without meals. Which agency will investigate and refer your case to the state's attorney for any necessary legal action?

16. _____ You live with your mother who has been ill and unable to care for you and your home. Which agency will send someone to your home to cook and clean?

17. _____ Your father has been laid off from his job for five weeks. Which agency will provide funds (money) on a temporary basis, until your dad starts working again?

18. _____ Your mother could work, but there's no one to take care of your two year old brother. Which agency provides care for children while their mothers are at work?

19. _____ Your grandmother is 68 years old. She earns no income (money). Which agency provides monetary assistance (money) to needy persons over 65?

ANSWER SHEET FOR PRE-TEST

Part I - Circle the correct answer(s).

1. b
2. a and d
3. b and c

Part II

Any five of the following are acceptable.

interviews	brochures and pamphlets
guest speakers	almanacs
filmstrips and films	letter writing
field trips	magazines

(Other responses are acceptable at the teacher's discretion.)

Part III

9. County Child Care agencies:
   a. provide foster care
   b. provide adoption services
   c. investigate cases of child abuse and neglect
   d. approve and license private home child care centers
   e. operate a county Day Care Center

10. County monetary assistance agencies:
   a. provide financing on a temporary basis for unemployable persons
   b. determine monthly grants on the basis of individual need (welfare)

11. County agency that provides aid to the aged and/or disabled:
   a. provide assistance to needy persons over 65
   b. provide assistance to needy legally blind persons
   c. provide aid to permanently and totally disabled persons

12. County medical assistance and legal aid agencies:
   a. provide medical services for those in need
   b. provide free legal aid to those in need

Part IV

13. Judicare (legal aid)
14. Aid to the Permanently and Totally Disabled
15. Child Abuse and Child Neglect
16. Visiting Homemaker Service
17. General Public Assistance
18. Day Care Center
19. Old Age Assistance

POST-TEST

Define these terms in clear and concise language.

Part I

1. Social services

2. Service agencies

3. Eligibility

Part II

4 - 8. Pretend you have been given a class assignment for which you can find no information in encyclopedias, text books or library books. Write a paragraph outlining the strategy you would use to gather the needed material. Identify at least five sources of information.

Part III

For the following situations, select the appropriate county social service agency and describe one way the agency can help.

List of agencies:

a. Old Age Assistance
b. Public Assistance to the Needy Blind
c. Aid to the Permanently and Totally Disabled
d. General Public Assistance
e. Foster Care
f. Adoption
g. Child Abuse and Child Neglect
h. Home Licensing
i. Day Care Center
j. Medical Assistance
k. Food Stamps
l. Judicare (legal aid)
m. Visiting Homemaker Service

9. You have a friend 16 years old who is constantly in trouble with the law. This person's parents have practically no control over him. The court has decreed that he be taken from his home.

   Agency:
   Assistance:

10. Your mother wants to earn some extra money by taking care of small children in her home while their mothers work. She doesn't know the requirements for fixing up her home to meet state and county regulations.

Agency:
Assistance:

11. A man you know does not have any hospitalization (hospital insurance). He must go to the doctor and possibly the hospital for treatment. This man cannot afford this care and would like to know whether or not he is eligible for free medical help.

Agency:
Assistance:

12. Mrs. Geri Atric has just turned 65 and thinks she may be eligible for old age benefits.

Agency:
Assistance:

13. Your aunt and uncle are unable to have children. They would like to adopt a baby.

Agency:
Assistance:

14. A friend of yours is almost totally blind and is unable to earn much money. He needs to know what facilities and programs are provided for low income blind people.

Agency:
Assistance:

15. You need the services of a lawyer but are unable to afford one.

Agency:
Assistance:

16. A neighbor is unable to feed her children properly on what she earns. She would like to be able to purchase food stamps but doesn't know if she meets requirements.

Agency:
Assistance:

17. A young mother is training for a job that will make her self-supporting. She has no one to take care of her young children while she works.

Agency:
Assistance:

18. Mr. Chalkman, a teacher in your school, has noticed a girl student with frequent cuts and bruises. He is suspicious about her condition and would like to know where to report this matter for investigation.

Agency:
Assistance:

POST-TEST ANSWER SHEET

Accept any responses which demonstrate the students' understanding and which meet your criteria for acceptability.

Part I

1. Social Services - organized welfare efforts carried on under professional sponsorship
2. Service Agencies - a government bureau; an organization that provides some services
3. Eligibility - meeting specified requirements; being qualified to be chosen

Part II

In the student's paragraph, he should discuss any five of the following strategies.

guest speakers
filmstrips and films
field trips
interviews
magazines
brochures and pamphlets
almanacs
letter writing

Part III

It is possible that students may name agencies other than those listed here for numbers 9 through 18. These are acceptable at the teacher's discretion.

9. Agency: Foster Care
   Assistance: Place those neglected or delinquent, under 18 years of age, temporarily in a foster home.

10. Agency: Home Licensing
    Assistance: Sets standards and issues licenses for home care of children.

11. Agency: Medical Assistance
    Assistance: Determines whether people are financially able to meet their medical expenses according to rules of eligibility from the State Department of Social Services

12. Agency: Old Age Assistance
    Assistance: Determines who meets eligibility requirements.

13. Agency: Adoption
    Assistance: Offers adoption services as defined by law.

14. Agency: Public Assistance to the Needy Blind
    Assistance: Determines whether persons are "legally blind" and meet other eligibility requirements, such as income.

15. Agency: Judicare (legal aid)
Assistance: Provides legal assistance to those meeting income eligibility requirements.

16. Agency: Food Stamps
Assistance: Determines if persons or families meet the income requirements established by Federal regulations.

17. Agency: Day Care Center
Assistance: Provides care for children whose parents work or are training to work.

18. Agency: Child Abuse and Child Neglect
Assistance: Investigates all reports of child abuse and/or neglect. Refer cases to the State's Attorney when any legal action is necessary.

STUDENT RESOURCE 1

WHAT IT'S LIKE: FOUR CASES

Mrs. Ginger Mack, black, in her late 30s, was left with seven children and went on welfare when her husband abandoned her. Born in Alabama, she had hopes of attending college when she came North; now she lives in a clean, sparsely furnished prefab apartment not far from Chicago's lakefront, and she is an expert on the welfare family's budget. She says:

"I get $347 a month for everything. I get three AFDC checks, two for $125 and the other for the rest. First thing I buy is food stamps. When the next check comes, I pay the rent right away. The laundry allowance is $7.70 a month. With seven kids, I spend close to that in a week. I have a phone. It's not allowed in the budget, but it's a necessity--one of my children had heart surgery, another is retarded. When you have to take the kids to the doctor, you have to go to the welfare office for transportation money and wait.

"Soap, toilet paper, toothpaste--everything else is supposed to come out of the personal allowance, which is $1.77 a month for the kids and $4.45 a month for me. I borrow food stamps; I'm always running short. You can't hardly survive. Everything about welfare is bad. Sure I'd like to get off--everybody wants to get off--but there's nowhere to turn."

Jerry Fuller, white, 38, former $14,000-a-year electrical engineer who helped build the command module for the 1969 moon landing, is not sure he can hang on to the house in Granada Hills, Calif., where he lives with his wife Pat and three young daughters, "Welfare just doesn't pay enough to make the mortgage payments, buy food, pay doctor bills," he says. After he was laid off in April, 1970, by the North American Rockwell Corporation, he spent seven months seeking another engineering job. He still sends out resumes. But he has been able to find only a low-paying, night shift clerical job, not enough to cover the cost of medical care for one of his daughters. Welfare was his only recourse, and he turned to it reluctantly.

It was not easy. He usually votes Republican, considers himself a conservative. But welfare, from which he receives $108 a month, was the only way. He says: "I was born at the time of the Depression, but I never knew anything about it. You really do develop compassion toward people in a situation like this. Maybe you don't really understand how poor people feel and why they can't pull themselves out unless you have been there yourself." His wife adds: "I can drop down to a certain level because it is always with the knowledge that I am going to go back up again. But what do people look forward to if they don't believe they are going to rise out of it?"

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STUDENT RESOURCE 3

Mrs. Mary Sands, white, 45, now a widowed mother of six, lives in a Bronx apartment and so fears trouble from the welfare department that her real name cannot be published. For the first time in years, Mrs. Sands is getting by. To get to that point, she had to live through cruelty and indifference inflicted by a system designed to help her. After her husband was incapacitated in a job accident, she had a nervous breakdown. She was hospitalized and her children cared for by others. She was released two months later, and her two youngest children, aged 14 months and six years, came back to live with her. She sought help at a welfare office when she was evicted from her flat.

The family was first sent to an emergency shelter in Lower Manhattan, then sent to a filthy room near by. The next morning she realized where she was: "I saw men with crutches, men wiping car windows at the stop lights, men with bandaged heads, vomit everywhere. I said to my husband, 'Henry, we are in the Bowery.'" She returned to the shelter, which sent her back to the Bronx office, which sent her from one hotel to another looking for a room. "I was a sick woman and they knew it," she says. "I asked them to at least place the two children so they'd be out of the cold, but they wouldn't. After twelve days, I just parked myself in the welfare department and wouldn't move. I said, 'I'm tired; you people know I'm sick, and my husband is sick too.'"

No one listened, but at closing time someone did call the police to remove her. "He was a nice cop," she remembers. Finally, a welfare administrator promised to place her children, and she began hunting for an apartment on her own. She found twelve, but could take none; in some instances, welfare officials disapproved of the accommodations; in others, they did not respond quickly enough to suit the landlord. Finally, her caseworker made a decision: if Mrs. Sands was well enough to apartment-hunt, she was well enough to work. He ended her welfare checks. In desperation, she went to her church for help and got it--a church agency found an apartment and paid three months' rent on it. Her husband has died, but her children are with her. She is now a welfare "cheat" in order to care for them better. She gets $42 a week in aid and has a $65 a week secret job.

STUDENT RESOURCE 4

Lawrence Brooks, white, 41, is the very antithesis of the stereotyped welfare client: a Maine lobsterman by trade in summer, logger in winter and breadwinner for his wife and three young boys all year round. Until this year they lived in a wood and tarpaper shack. Now they are in an installment-bought trailer, and to Brooks it is palatial: "I never had living so good. We got central heating."

Winter in Milbridge on the coast is harsh with or without central heating, but Brooks chops down trees in a torn Army jacket too thin for the sub-zero cold. "Most years I can tide us over till summer," he says. "I can get a deer out in the woods. That'll keep a family fed for a while. This one's a mean winter, though."

Pride is giving way to hunger for many this year in Milbridge; the welfare rolls are steadily climbing, and long lines form for free food. The demand for Brooks' logs fell, his wife became ill and the bills simply could not be paid. Brooks and his wife decided that they had to seek help, and he went to the welfare office. "We got some papers in the mail," he recalls, "and it bothered me so bad I got my wife to fill 'em out." He still hopes a thaw, in both the frozen woods and the demand for logs, will let him regain his pride and independence. In the meantime there is only welfare.

Tri-County Workshop on Government
Carroll County Public Schools
Westminster, Maryland 21157
Summer, 1974

MATERIALS EVALUATION INQUIRY

Title of LAP covered by this evaluation _____

County in which LAP was employed _____ Grade level _____

Course in which LAP was used _____

Number of days spent on LAP _____

DIRECTIONS: Please complete the following rating scale for each of the questions listed below.

	EXCELLENT	GOOD	FAIR	POOR
1. Were the objectives clear and concise?	1	2	3	4
2. Did the activities included in the LAP satisfy the stated objectives?	1	2	3	4
3. Were there a sufficient number of alternative activities for the accomplishment of each objective?	1	2	3	4
4. Were the activities of a practical nature?	1	2	3	4
5. Were the resources necessary to carry out the various activities readily available?	1	2	3	4
6. Was the pre-test functional in establishing the learning entry level of your students?	1	2	3	4
7. Did your students find the self-assessment instrument valuable in terms of preparing for the post-test?	1	2	3	4

8. Was the post-test a comprehensive evaluation of the activities and the objectives contained within the LAP?

1 2 3 4

9. Were the teacher answer sheets for the three evaluation instruments complete and accurate?

1 2 3 4

10. What was the reaction of your students to the LAP?

1 2 3 4

11. Did your students have any trouble understanding the directions in the LAP?

1 2 3 4

12. Did the LAP hold the interest of your students?

1 2 3 4

Please respond to the following questions in a full and complete manner.

1. What were the major strengths of the LAP?

2. What were the major weaknesses of the LAP?

3. Which activities proved to be troublesome and in need of revision? Please be specific about the activity number and the specific problems which were encountered.

4. Would you recommend the inclusion of certain activities which seem to be logical, yet omitted? Be as specific as possible.

5. Do you have any suggestions of a general nature?

STATE GOVERNMENT AND YOU

00162

A LEARNING ACTIVITY PACKAGE FOR MIDDLE SCHOOL STUDENTS

HOW DOES THE STATE GOVERNMENT HELP THE CITIZEN?

CARROLL COUNTY BOARD OF EDUCATION
WESTMINSTER, MARYLAND

SUMMER 1974

Prepared by:

Wayne Hughes, North Carroll Middle School
Herman Young, Westminster East Middle School

Student Consultant

Clay Matthews, North Carroll High School

Coordinators

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Donald P. Vetter, Supervisor of Social Studies
Carroll County Public Schools

00163

I. STATE GOVERNMENT AND YOU

WHAT'S IT TO YOU?

Did you ever wonder how the activities in the State House in Annapolis relate to your life? More than likely, you haven't given much thought to this question. Maybe it is because your attention is usually turned to Washington, D. C. and to the Federal level of government.

What you fail to realize is that your life is influenced every day by the State governmental system. It is the purpose of this LAP to help you understand how "The Maryland State Government" operates and how the system of operation directly relates to your life.

HOW DO I GET INTO IT?

1. Read carefully the objectives which are stated in Part II. These are the things which you should be able to do after completing the required activities. If you think you already know this information, complete the self-assessment on page C-6 and ask the teacher to check your answers.

2. Begin working on required activity 1 and work through the remaining activities in the order which they occur.

3. Complete the self-assessment at the end of the "Required Activities."

   a. If you cannot answer some of the questions, review the appropriate activities in your LAP.

   b. If you can answer all of the questions, ask your teacher for the Post-Test.

4. If you cannot pass the Post-Test, you must review appropriate activities in the LAP. Then, retake the Post-Test.

5. When you pass the Post-Test, you may begin working on the "Quest Activities" in Part IV of the LAP. If you are working for either an A or B, you must complete one or more of the Quest Activities as explained in the section "How Will I Be Graded?"

00164

II. OBJECTIVES

WHAT WILL I LEARN?

Objectives: At the completion of this LAP, you should be able to:

1. Define various terms related to State government.
2. Identify the three branches of State government.
3. List the powers and responsibilities for each of the branches.
4. Develop a list of State governmental policies and practices that influence your daily life.

HOW WILL I BE GRADED?

REQUIREMENTS FOR "C" - You are required to complete the required activities and to satisfactorily complete the post-test. You will be asked to turn in your completed activities so your teacher may examine them.

REQUIREMENTS FOR "B" - In addition to the requirements for a grade of "C", you must complete one of the "QUEST ACTIVITIES" in Part IV of the LAP. The quality of <u>all work</u> must be at the "B" level.

REQUIREMENTS FOR "A" - In addition to the requirements for a grade of "C", you must complete two "QUEST ACTIVITIES" in Part IV of the LAP. The quality of all work must be at the "A" level.

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III. REQUIRED ACTIVITIES

Directions: Activity 1 should be completed first and all remaining activities in this section should be completed in the order in which they are listed.

Activity 1 - What are the three branches of State government and what powers are associated with each of the branches?

A. Using a dictionary, encyclopedia or other reference, write a definition of the following terms related to government:

legislative

executive

judicial

AND

Both our national and state governments are composed of three branches. Complete the chart below using references available in the classroom and the library.

COMPOSITION OF GOVERNMENTS		
	NATIONAL	STATE
Legislative	Congress	
Executive	President	
Judicial	Federal and Supreme Courts	

AND

B. Obtain Student Resource 1 from your teacher. Follow the directions on the Resource and then draw a series of cartoons illustrating the powers which belong to each branch of our State government. The cartoons must indicate, in some way, the branch of government being described and the power clearly depicted. There should be at least one cartoon for each branch.

C. Complete <u>one</u> of the following activities.

1. Work with two other people to make three collages, each representing one branch of our State government. Each collage should be the same size and clearly depict the powers of each branch. First, locate information about the branches of government in a resource book in your classroom. Next, as a small group, discuss each topic and the pictures that should be identified for use on the collage. Then begin work on your collage.

OR

2. Either working alone or with two other persons, make a chart describing the powers of each branch of our Maryland State Government. Be sure to:

   a. Title your chart.
   b. Include all three branches.
   c. Include a column for powers.

   Use as many resources as possible to locate your information. Using large sheets of poster board, make your chart for bulletin board display.

OR

3. Work with three or four other students to create and perform a skit depicting the three parts of State government. One example would be a "You Are There" format dealing with a day at the State Legislature.

Activity 2 - What are some of the policies and practices of the State government which influence your daily life?

A. Form a small group (5 to 6 members) to brainstorm on the various ways the State government influences your life as a citizen of Maryland. When your list is complete, use reference material to determine its accuracy. Eliminate the incorrect items. Place the group's findings in your folder.

AND

B. Collect at least three newspaper articles illustrating powers and policies of the State government that influence your life. Write a brief summary of each article. These articles should be attached to a sheet of notebook paper and placed in your folder.

AND

C. Walk through your neighborhood and pick out examples which show how the policies and practices of the Maryland State Government influence the lives of you and your neighbors. List these examples on notebook paper. Compare this list to the items which you developed as part of the brainstorming session in Activity A. Answer these questions about the two lists:

1. Which of the two lists seems to be more complete?
2. Were there any considerations which you noted on your first list which you did not identify in your walk through the community? If so, which items?
3. How can you account for the fact that you may not have been able to find examples from the group's list in your walk through the community?
4. Is it always possible to <u>see</u> influences on our daily lives? Why or why not?

OR

D. Interview three of your neighbors to gather information about their view of the State government and the manner in which it has an influence on their daily lives. Ask your teacher for Student Resource 2, a questionnaire for you to use in conducting your interview. You may wish to tape record your interviews and play them back for your classmates.

Use the data from your completed questionnaires to review and add to the list which you developed with your group.

00168

Name _____

Section _____

SELF-ASSESSMENT

Part I

List the three branches of State Government. Identify at least four functions for each branch.

BRANCH	FUNCTIONS
1.	A.
	B.
	C.
	D.
2.	A.
	B.
	C.
	D.
3.	A.
	B.
	C.
	D.

Part II

List at least five ways in which State Government can be said to influence our daily lives.

1.

2.

3.

4.

5.

00169

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League of Women Voters of Maryland, Inc., Handbook on Maryland State Government, Annapolis, Maryland.

Radoff, Morris L. and Frank F. White, Maryland Manual - 1973-1974, Hall of Records Commission, Annapolis, Maryland, 1974.

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IV. QUEST ACTIVITIES

Directions: You may work on these activities after you have received a passing grade on the Post-Test. Remember that you must complete two of these activities for the grade of "A", and you must complete at least one of these activities for the grade of "B". The quality of your work must be on the level of the grade which you are trying to achieve.

1. Write a well researched paper on the organization of the State government illustrating the major policies and practices of the State. Draw conclusions as to what effect they may have on your life now or in the future.

2. Create a comic book which describes the State government. Be sure to include the functions of each branch of the government: executive, legislative, and judicial.

3. Write to a State official or head of a State funded agency to obtain information on how the agency serves the public. Before mailing your letter, have it approved by your teacher.

4. Prepare a slide/tape program on the various aspects of State government which have been considered in the LAP. You will need to do the following:

   a. Solicit the aid of your teacher and the school media specialist before you start the project. You will need to use the Kodak Ektagraphic Visual Maker or another piece of equipment to make slides from pictures.
   b. Plan your pictures this way: one slide for the title, one slide for a closing statement at the end, and six slides <u>each</u> for the three branches of government.
   c. Decide which pictures you will need to express the ideas you want the viewer to have when he has finished viewing the slides. Remember, you have only six slides for each branch of government.
   d. Carefully plan and write the narration and tape record it.

5. Create an illustrated pamphlet on State Government for your class (and other classes) to use as a resource. You and the person you are working with should first get together and discuss the following questions:

   a. What information needs to be included about each branch of government?

   b. What illustrations would help to clarify the written explanation?

   When you have answered these questions, you are ready to begin your work. Remember, you will need to be very clear and accurate so that students who use your pamphlet in the future will not be confused. Here are suggestions for you to follow when you create your pamphlet.

   c. Find out if a parent can type your information. If not, you will need to use pencil and should print.

   d. Make an interesting title for your pamphlet.

   e. Draw a picture for the cover (using pencil).

   f. As you write your information, pretend the person who will be reading it knows nothing about State government. It will help you to write more clearly.

   When you have finished, your teacher will make several copies of it for future students to use in learning about State government.

00172

A LEARNING ACTIVITY PACKAGE FOR MIDDLE SCHOOL STUDENTS

HOW DOES THE STATE GOVERNMENT HELP THE CITIZEN?

TEACHER'S GUIDE

CARROLL COUNTY BOARD OF EDUCATION
WESTMINSTER, MARYLAND

SUMMER 1974

Prepared by:

Wayne Hughes, North Carroll Middle School
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Student Consultant

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Coordinators

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Carroll County Public Schools

00173

Carroll County Board of Education

Westminster, Maryland

INTRODUCTION

A critical examination of citizenship education in the schools of Maryland reveals several curricular shortcomings. First, too few instructional materials are available in the field of state and local government, and second, where curriculum materials do exist, there is a marked need to improve upon their quality. Based on these needs, a House Joint Resolution was passed in 1973 which recommended the development of curriculum materials on state and local government. Accordingly, the Maryland State Department of Education funded a series of state-wide workshops to deal with this matter.

Participants to these workshops were to be engaged in activities to expand their knowledge of state and local government through personal contact with experts from the political arena. At the Tri-County Workshop, involving students from Carroll County and teachers from Carroll, Howard and Frederick Counties, there were interaction sessions with county appointed and elected officials, municipal mayors and state senators and delegates. As a result of these sessions, materials on the form and function of local, state and county government were developed.

These instructional materials are organized in the form of individualized learning activities packages. They are designed to provide for the appraisal of learner entry levels and pupil self assessment as well as to facilitate post-instructional evaluation. Hence, it is not necessary for the learner to complete activities that yield concept formation for which he has demonstrated understanding. The design of the materials, including the activities and resources, provide for flexibility in their use. They are organized in a manner which should permit you to insert them with relative ease into almost any existing curriculum structure.

With any undertaking of this magnitude, there are bound to be oversights and other problem areas which materialize. Thus, we have provided the user of these materials with a "tear-out" evaluation sheet and a self-addressed envelope. We are asking that you complete this evaluation after using these materials with your students. Place the form in the attached envelope and send it to the agency listed on the face of the envelope.

We wish you success in your use of these materials, and we seek your support in their evaluation.

Donald P. Vetter, Supervisor
Office of Social Studies

Ira Hiberman, Chairman
South Carroll High School

00174

State Government and YOU

Rationale

The purpose of this LAP is to stimulate student interest in the process of State government. Attempts will be made to develop a working knowledge of the three branches of State government and to identify the specific responsibilities and powers of each of the branches. At the same time the student will be exposed to terminology which is considered to be an important part of the governmental process. The student will be asked to go beyond the level of basic understandings and to examine the relationships between a government and its citizens. a key element of this experience is student awareness. The student must develop an awareness of how the political structure directly influences his daily life.

Objectives

A. Terminal Objective

Given appropriate readings and activities, the middle school student will be able to synthesize information relating to the form and function of State government in order to determine the manner in which State government influences his life.

B. Enabling Objectives - The student will be able to:

1. Define various terms related to State government.
2. Identify the three branches of State government and list the powers and responsibilities for each of the branches.
3. Identify State governmental policies and practices that influences the daily routine of its citizens.

00175

NOTE TO TEACHER

A. Activity 1

In Section B of Activity 1, a resource has been included for the use of students who have had little or no experience with political cartoons. If you feel that your students do not need the experience offered by the Resource Sheet, then omit that portion of the activity which refers to it.

If there is a time limitation, the students doing Section C could be instructed to do the cutting and pasting on their collage at home or on their own time. The collages could be three dimensional to enhance interest.

B. Activity 2

In Section A of Activity 2 take time to review "brainstorming" techniques with your students. Major points to consider when using this strategy are:

1. Form small groups of students.
2. Each group should have a recording secretary to take down students' suggestions.
3. When all ideas are in, have students eliminate any suggestions they may have that are obviously not functions of State government.
4. Begin research to validate the suggestions as being functions of State government.

C. Attached to this guide is a tear-out evaluation sheet and a self-addressed envelope. After your students have completed this LAP, please respond in a candid manner to the questions on the evaluation form and forward this information to

Mr. Donald P. Vetter
Supervisor of Social Studies
Carroll County Public Schools
Westminster, Maryland 21157

Only with your cooperation will we be able to further improve the quality of instructional materials in the realm of Maryland State and Local Government.

00176

PRE-TEST

If any students believe they have already mastered the objectives of this LAP, have them complete the Self-Assessment form provided on page C-6 of the student Package. After checking their responses, if you think they know this information, encourage them to enrich their knowledge of governmental functions by completing several of the "Quest" activities.

00177

"You're Not Abnormal-Watergate Has EVERYONE Up The Wall!"

The Sun, August 6, 1974

Answer the following questions briefly:

1. Who is the man seeking advice from the psychiatrist? What does he represent?
2. Why is he seeking advice?
3. What does the caption mean?

Student Resource 2

QUESTIONNAIRE

1. Do you feel that the Maryland System of State Government is responsive to your needs and wants?

2. What kinds of activities should be promoted to improve communications between the government and the citizens of the State of Maryland?

3. Do you believe that the average citizen is aware of the activities of State government?

4. Has the State government done anything, recently, which has had an impact on your life? If so, what?

5. As you go through your daily routine, do particular State policies or regulations influence your activities? If so, in what way?

00179

ANSWERS FOR SELF-ASSESSMENT
(Pre-Test)

Part I

Executive Branch

1. Nominate people to fill various important jobs in the State.
2. Recommend how tax money is to be raised and how it is to be spent.
3. Control of the Maryland National Guard.
4. Propose laws to the legislature.
5. Welcome important visitors to the State.
6. Submit budget to General Assembly.
7. Sign bill into law.
8. Veto legislation.
9. Grant pardons.

Legislative Branch

1. Pass laws which are necessary for the welfare of the State.
2. Impeach officials of the State when such action is appropriate.
3. Pass each year a budget bill which contains the budget for the State government.
4. Pass public local laws for counties not having home rule powers.
5. Establish departments of State government necessary for its efficient operation.
6. Establish taxes in accordance with the Constitution of the State and the United States.
7. Propose amendments to the State Constitution.

Judicial Branch

1. Review laws to determine if they are Constitutional.
2. Provide for dealing with cases involving violations of the law.
3. Provide for dealing with legal disputes between citizens of the State.
4. Hear appeals of lower court decisions.
5. Recommend to the Governor appointees for vacant judicial offices.

Part II

1. Tax money paid to the State when we purchase gas or general consumer items which require payment of sales tax.
2. Driving laws.
3. State construction of and care for highways.
4. State funds devoted to school construction.
5. State operation of public transportation facilities.

* These are just a few of the many ways in which state governmental policy and practice influence our daily lives. Perhaps, you have thought of a number of additional considerations. Check your ideas with another student and if you have questions regarding your answers, check with your teacher.

Name_____

Section_____

POST-TEST

Part I

For each of the functions or powers listed below, identify which branch of State government is associated with that power or function.

_____ 1. Review laws to determine if they are Constitutional.

_____ 2. Pass laws which are necessary for the welfare of the State.

_____ 3. Propose laws for review and consideration.

_____ 4. Welcome important visitors to the State.

_____ 5. Provide for dealing with cases involving violations of the law.

_____ 6. Sign bills into law.

_____ 7. Impeach officials of the State when necessary.

_____ 8. Hear appeals of court decisions.

_____ 9. Pass budget of State government.

_____ 10. Grant pardons.

_____ 11. Establish taxes.

_____ 12. Veto legislation.

Part II

Examine each of the statements which are listed below. If a given statement is true, place the letter "T" in front of that statement. If a given statement is false, place the letter "F" in front of that statement.

_____ 1. Driving laws for the State of Maryland are the product of the Maryland State Legislature.

_____ 2. State funds, which are used for the construction of new schools in Maryland, are collected in the form of various State tax programs.

_____ 3. The State Health Department is responsible for all aspects of health in the State, even in counties which have their own health departments.

_____ 4. The chief executive of the State government is the governor.

_____ 5. The public transportation system in Maryland is operated by a state agency.

_____ 6. The Governor appoints persons to fill vacant judicial offices.

_____ 7. The Legislature proposes amendments to the State Constitution.

_____ 8. The Judicial branch provides for dealing with legal disputes between citizens.

00182

ANSWERS FOR POST-TEST

Part I - Mastery = 10 of 12

1. Judicial
2. Legislative
3. Executive
4. Executive
5. Judicial
6. Executive
7. Legislative
8. Judicial
9. Legislative
10. Executive
11. Legislative
12. Executive

Part II - Mastery = 7 of 8

1. T
2. T
3. T
4. T
5. T
6. T
7. T
8. T

Tri-County Workshop on Government
Carroll County Public Schools
Westminster, Maryland 21157
Summer, 1974

MATERIALS EVALUATION INQUIRY

Title of LAP covered by this evaluation _____

County in which LAP was employed _____ Grade level _____

Course in which LAP was used _____

Number of days spent on LAP _____

DIRECTIONS: Please complete the following rating scale for each of the questions listed below.

	EXCELLENT	GOOD	FAIR	POOR
1. Were the objectives clear and concise?	1	2	3	4
2. Did the activities included in the LAP satisfy the stated objectives?	1	2	3	4
3. Were there a sufficient number of alternative activities for the accomplishment of each objective?	1	2	3	4
4. Were the activities of a practical nature?	1	2	3	4
5. Were the resources necessary to carry out the various activities readily available?	1	2	3	4
6. Was the pre-test functional in establishing the learning entry level of your students?	1	2	3	4
7. Did your students find the self-assessment instrument valuable in terms of preparing for the post-test?	1	2	3	4

8. Was the post-test a comprehensive evaluation of the activities and the objectives contained within the LAP?

1 2 3 4

9. Were the teacher answer sheets for the three evaluation instruments complete and accurate?

1 2 3 4

10. What was the reaction of your students to the LAP?

1 2 3 4

11. Did your students have any trouble understanding the directions in the LAP?

1 2 3 4

12. Did the LAP hold the interest of your students?

1 2 3 4

Please respond to the following questions in a full and complete manner.

1. What were the major strengths of the LAP?

2. What were the major weaknesses of the LAP?

3. Which activities proved to be troublesome and in need of revision? Please be specific about the activity number and the specific problems which were encountered.

4. Would you recommend the inclusion of certain activities which seem to be logical, yet omitted? Be as specific as possible.

5. Do you have any suggestions of a general nature?

BUILDING A DREAM HOUSE?

00186

A LEARNING ACTIVITY PACKAGE

PLANNING AND ZONING:
HELP OR HINDRANCE?

CARROLL COUNTY BOARD OF EDUCATION
WESTMINSTER, MARYLAND

SUMMER 1974

Prepared by:

Ann Hogg, Hammond Middle School
Dick Porter, Westminster East Middle School

Student Consultant

Martha Podolak, Westminster High School

Coordinators

Ira Hiberman, South Carroll High School
Donald P. Vetter, Supervisor of Social Studies
Carroll County Public Schools

00187

BUILDING A "DREAM" HOUSE

I - WHAT'S IT ALL ABOUT?

Do you have an idea for a dream house? Can you picture it on a beautiful lot with a swimming pool and lighted basketball court? Close your eyes and really concentrate on the picture. What's around your property...an interstate highway?...a school?...a gravel quarry?...a shopping center? How close is your dream house to your work? Where are the closest recreation centers?

Before you select a lot, build a house or buy a new home, you should find out many things about the community which you have selected. You should investigate the various services which the local government provides, and you might desire to look into planning and zoning matters related to the site which you are thinking of buying. How can you get all this information? Did you know that you could find out a great deal by directing your question to the various departments and agencies of the local government?

To help you become more familiar with these departments and their particular functions, a series of activities have been organized and collected in this LAP. Work through these activities carefully, and they will help you understand the many factors associated with selecting a site and building or buying a new home.

WHAT DO I DO NOW?

1. Read the objectives on the next page in order to clarify the things you should be able to do after completing the activities in Part III of the LAP.

2. You will be asked to take a pre-test in order to determine what you already know about planning and zoning. If you score well on the test, your teacher may excuse you from some of the required activities.

3. Start on the required activities on page D-3, and complete all of the activities in the order which they are listed. You may skip any activities which the teacher has excused you from doing.

4. Take the Self-Assessment on page D-8 after you have completed all of the required activities. If you know most of the answers on the Self-Assessment, you may ask your teacher for the Post-Test. If you have trouble with the Self-Assessment, go back to the activities and review appropriate activities before requesting the Post-Test.

5. When you pass the Post-Test, discuss with your teacher which of the "Quest Activities" you would like to complete.

00188

OBJECTIVES

II. WHAT WILL I LEARN?

Specific Objectives: When you finish this LAP, you should be able to:

1. Define and list several categories of real estate.

2. Review the purposes and functions of the County Planning Commission and clarify ways their decisions can influence your selection of a home site.

3. Interpret various maps which are part of the county master plan in order to select an appropriate building location.

4. Analyze zoning laws and assess their fairness in order to clarify the importance of zoning regulations.

5. Identify various services which are made available to residents of your county and analyze their importance to a potential home builder.

6. Apply zoning and planning laws to hypothetical cases after a careful analysis of the problem involved.

7. Formulate a plan to be followed by you when you are ready to buy a home site and build the house of your dreams.

00189

III - REQUIRED ACTIVITIES

Unless your teacher excuses you from one or more activities, you are required to complete all of the required activities which are listed. There are, however, a number of alternatives built into each of the activities. Begin with Activity I and work until you have completed all of the activities in this section. When you finish the required activities, you are to take the Self-Assessment which is included at the end of this package. If you do well on this test, ask your teacher for the Post-Test.

Activity I - What Is "Real Estate?"

Directions: Complete either Part A or Part B.

A. There are generally two classifications of property listed as real estate. Examine a local newspaper to determine the nature of these two categories. When you have discovered the basic differences between them, you are to use the newspaper and cut out classified ads which represent each type. Separate them into two groups and mount them on tagboard or construction paper. At the top of your display, identify the nature of the ads which you have displayed.

OR

B. Formulate an ad which describes a segment of land which is being offered for sale. Describe the land in general terms which tell of its location and approximate size. Indicate the purchase price and indicate where you can be reached for additional information.

AND

Formulate an ad which describes a building (home, store, barn, garage) that is either for sale or for rent. Fully describe the nature and condition of the structure. In the ad make note of the location of the property and the general asking price or rental fee. Be sure to indicate the manner in which you may be reached for discussion regarding the property.

00190

Activity II - How does the process of planning employed by the County Planning Commission influence my plans to buy or build a new home?

Directions: Complete either Part A or Part B. Everyone should complete Part C.

A. Get together with at least two other students and formulate a list of responsibilities which you believe fall under the jurisdiction of the County Planning Commission. When you finish developing your list, request Student Resource 1. This segment from the county code provides a check for the list which you have created. Add all items which you missed to the list which you completed earlier.

OR

B. First read Student Resource 1, and then answer the following questions. When you finish, compare your answers with another student and discuss any differences which you discover in your answers.

1. What measures could the Planning Office take to deal with traffic congestion within the county?

2. Name at least two ways that the Planning Office can guide the county in spending public funds wisely.

3. What might the Planning Office do in order to plan for the provision of adequate public utility services within the county?

C. REQUIRED FOR EVERYONE

Ask your teacher to provide you with various maps which make up the county master plan. Look at the maps, giving particular attention to the map legend. The legend uses a color or shading code for the identification of residential, commercial, industrial or agricultural areas. You will probably find symbols for schools and roads. Identify the largest population center, as noted on the map, and answer the following questions.

1. What proportion of the area is residential?
2. What proportion of the area is agricultural?
3. What proportion of the area is industrial?
4. What proportion of the area is commercial?
5. How many schools are shown on the map?
6. What kinds of roads (expressways, primary or secondary) are most prominent?
7. Does there seem to be a need for more roads? If so, where should they be located?
8. What do you think would be the fastest growing section of the area shown on the map? Why?
9. If you were building a new home, what would be the best location for you? Why?

00191

Activity III - Why should I be concerned with zoning?

Directions: Complete either Part A or Part B.

A. Read Student Resource 2 which deals with the form and function of zoning. After you finish reading this resource, get together with at least two other students and answer the following questions in writing.

1. What major purposes are served by zoning ordinances?

2. By what authority can zoning decisions be enforced?

3. What are the four categories or zoning divisions?

4. Why should someone who is considering building or buying a house investigate zoning considerations as it relates to adjoining property?

[AND]

Analyze the following problem. Write a brief statement declaring your position on the issue. Support that position with a series of three or more reasons.

Problem: Does a town have the right to restrict the construction of homes to lots of a particular size?

Simon v. Town of Needham (1942)

A zoning law required that each home built in a certain area of the Massachusetts town of Needham be built on a one-acre tract of land. Mr. Simon owned nearly 25 acres of land located in that area. He had prepared plans for the subdivision of this parcel into 58 separate lots. These averaged less than half an acre each. Town authorities disapproved Mr. Simon's plans because they did not comply with zonal restrictions. Mr. Simon introduced evidence showing that the value of his investment would be reduced because of the one-acre restriction.

[OR]

OR

B. Read Student Resource 2 which deals with the form and function of zoning. Select a partner and examine each of the following zoning cases. You and your partner should take a position in each of these disputes. Write a brief statement declaring your position. Support that position with a series of three or more reasons.

CASE #1 - Does a town have the right to tell a property owner how a segment of land must be used?

Village of Euclid v. Ambler Realty Co. (1926)

In the village of Euclid, Ohio, the Ambler Realty Company owned a vacant tract of land. For many years, this property had been held by the company in order to develop and sell it for industrial purposes. Sometime after the company bought the land, Euclid passed a strict zoning law. This ordinance, or statute, provided that the district where the tract was located should be solely residential--that is, without any commercial buildings.

Ambler Realty Company challenged in court the authority of the village to enact such an ordinance. The company claimed that its land was especially suited for industrial purposes because it lay in the path of expansion by new industries. For industrial purposes, Ambler said, their land had a market value of about $10,000 per acre; but if it were limited to residential purposes, it would have a value of less that $2,500 an acre.

CASE #2 - Does a town have the right to ban trailer camps from its incorporated limits?

Vickers v. Township Committee of Gloucester (1962)

The Township of Gloucester, New Jersey, passed an ordinance which prohibited the "keeping, locating, establishing, maintaining, or operating" of a trailer camp in its industrial district. This law was coupled with another ordinance banning such trailer camps in residential districts. Therefore, Vickers complained that the township had completely banned trailer camps from all of its districts--and that the township lacked the legal power to do this.

Activity IV: Why is a knowledge of available community services important to a potential home builder?

Directions: Complete either Part A or Part B or Part C. Everyone must complete Part D.

A. Examine the following list of government services. Select a partner who will help you to determine which services on the list are provided by your particular county. The telephone book is a good guide to use in such a research task. Circle those services which are offered to residents of your county.

1. Air pollution control
2. Civil defense
3. Employment services
4. Fire protection
5. Garbage collection
6. Health services
7. Libraries
8. Parks
9. Animal shelter
10. Police protection
11. Schools
12. Sewage system
13. Senior citizens' center
14. Welfare services
15. Water service
16. Records office
17. Hospital
18. Road maintenance

OR

B. Examine the list of services in part A and select any five you would like to investigate. After completing basic research, create a chart, bulletin board or display which demonstrates that you have a basic understanding about the community services you selected. Your project will be displayed; thus you should take your time and do a careful and complete job.

OR

C. Ask your teacher for a copy of your county's budget. Develop a circle graph to show the percentage of the budget which is devoted to the various service areas provided by your county.

D. REQUIRED FOR EVERYONE

Reply in one or two paragraphs to the key question for Activity IV.

Why is a knowledge of available community services important to a potential home builder?

00194

NAME_____

SELF-ASSESSMENT

1. List at least five community services which are generally made available by county government.

   A.
   B.
   C.
   D.
   E.

2. List at least three functions which are provided by zoning ordinances.

   A.
   B.
   C.

3. What are two purposes served by the Planning Commission?

   A.

   B.

4. List at least two classifications of property.

   A.

   B.

5. What plan of action would you follow in preparing to build or buy the home of your dreams? What information would you try to obtain? Which county agencies would you contact to receive answers to your questions?

00195

QUEST ACTIVITIES

After you have achieved a passing grade on the Post-Test, you may like to complete one or two optional activities. Talk to your teacher about your choice before you begin an activity.

1. Form a group with two or three students and create a diorama of an ideally developed community. Your group product should be suitable for display.

2. Refer to planning maps to determine what is projected for your area in the year 2000 A.D. Make a model of your home and its surroundings as you imagine it will look at this time.

3. Go into your community with a zoning map and a camera. Find at least two zoning violations or zoning exceptions which have been allowed. Take pictures of these examples and report your findings to the rest of the class.

4. Investigate the procedure in your county for requesting a zoning change. You might wish to call or visit the County Office of Planning and Zoning in order to find out details about this procedure. Summarize your findings in a one or two page report.

5. Skim over the legal advertisements regarding zoning changes in a local newspaper. Secure a county map and outline the properties that are under consideration. Briefly give your opinion as to whether the zoning change should be allowed. Be sure to support your position with logical supporting statements.

6. Obtain projected population figures for your county. Assume that you are a county planner. It is your responsibility to develop a general plan to meet the needs of the residents of your county. Use a blank county map to formulate your plan. You will need to consult the current county master plan in order to take present information into consideration as you plan for the future.

   After you have finished mapping out your proposal, you will want to make some evaluations. Have you set aside enough land for recreation and parks? Are your parks close enough to your residential areas in order to provide for maximum use? Look over your plan for inconsistencies.

7. Create a booklet entitled "Home Buyer's Guide" which could be used by persons seeking real estate in your county. Be sure to inform the buyer of the kinds of information available from the Office of Planning and Zoning. Include humorous illustrations which show some things that could happen if a buyer were unaware of planning projections and zoning regulations for his property. Check with several banks and real estate firms to obtain copies of information they provide to prospective buyers.

ANSWERS TO SELF-ASSESSMENT

1. Possible answers are:

Police protection	Road development and maintenance
Fire protection	Garbage collection
Water service	School system
Sewage service	Street lighting
Health services	Welfare and Social services

2. Possible answers are:

Promote health
Promote safety
Promote general welfare
Alleviate traffic congestion
Protect highways

3. Possible answers are:

Promote good civic design and arrangement
Promote health and safety
Promote general welfare
Facilitate the safe flow of traffic
Provide for adequate use of public utilities
For the general purpose of guiding and accomplishing a coordinated, adjusted and harmonious development of the county.

4. Possible answers are:

Commercial	OR	Property for Sale
Residential		Property for Rent

5. Discuss this question in-depth with a classmate. Clarify your plan of action as thoroughly as possible.

00197

A LEARNING ACTIVITY PACKAGE

PLANNING AND ZONING:
HELP OR HINDRANCE?

TEACHER'S GUIDE

CARROLL COUNTY BOARD OF EDUCATION
WESTMINSTER, MARYLAND

SUMMER 1974

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Carroll County Board of Education

Westminster, Maryland

INTRODUCTION

A critical examination of citizenship education in the schools of Maryland reveals several curricular shortcomings. First, too few instructional materials are available in the field of state and local government, and second, where curriculum materials do exist, there is a marked need to improve upon their quality. Based on these needs, a House Joint Resolution was passed in 1973 which recommended the development of curriculum materials on state and local government. Accordingly, the Maryland State Department of Education funded a series of state-wide workshops to deal with this matter.

Participants to these workshops were to be engaged in activities to expand their knowledge of state and local government through personal contact with experts from the political arena. At the Tri-County Workshop, involving students from Carroll County and teachers from Carroll, Howard and Frederick Counties, there were interaction sessions with county appointed and elected officials, municipal mayors and state senators and delegates. As a result of these sessions, materials on the form and function of local, state and county government were developed.

These instructional materials are organized in the form of individualized learning activities packages. They are designed to provide for the appraisal of learner entry levels and pupil self assessment as well as to facilitate post-instructional evaluation. Hence, it is not necessary for the learner to complete activities that yield concept formation for which he has demonstrated understanding. The design of the materials, including the activities and resources, provide for flexibility in their use. They are organized in a manner which should permit you to insert them with relative ease into almost any existing curriculum structure.

With any undertaking of this magnitude, there are bound to be oversights and other problem areas which materialize. Thus, we have provided the user of these materials with a "tear-out" evaluation sheet and a self-addressed envelope. We are asking that you complete this evaluation after using these materials with your students. Place the form in the attached envelope and send it to the agency listed on the face of the envelope.

We wish you success in your use of these materials, and we seek your support in their evaluation.

Donald P. Vetter, Supervisor
Office of Social Studies

Ira Hiberman, Chairman
South Carroll High School

00199

BUILDING A "DREAM" HOUSE

TEACHER'S GUIDE

I. RATIONALE

It is important for the adult of today to know a great deal about matters of local government. Specifically, the services, agencies and functions of local government are the areas of knowledge which warrant primary consideration. In the past, it would seem that adults were poorly equipped to handle matters associated with the very nature of "civic conflict." Civic problems and concerns have been greatly compounded by the ineptitude of well-meaning residents whose actions have done more harm than good. With the increasing complexity of urban problems today, it is even more important for the average person to have at least a basic understanding of the form and function of local government.

One cannot assume that it is acceptable to wait until adulthood to begin the process of educating oneself about such matters. This has been the basic problem for many years and the job never really got done. This is not to say that there were not a few attempts to accomplish this task under the guise of what was called "civics." Thus, the purpose of this LAP is to provide the middle or high school student with a practical series of experiences related to local government services and programs. The concentration of this particular LAP will be on the various aspects of planning and zoning as they relate to the process of buying or building a new home.

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II. HYPOTHESES OF LEARNING HIERARCHY

Terminal Objective

7. When presented with an opportunity to obtain the house of his/her dreams, the student will formulate a plan of action for gathering information from key county agencies such as the Office of Planning and Zoning.

Enabling Objectives

6. The student will apply planning and zoning laws to hypothetical cases after analyzing the situation presented.

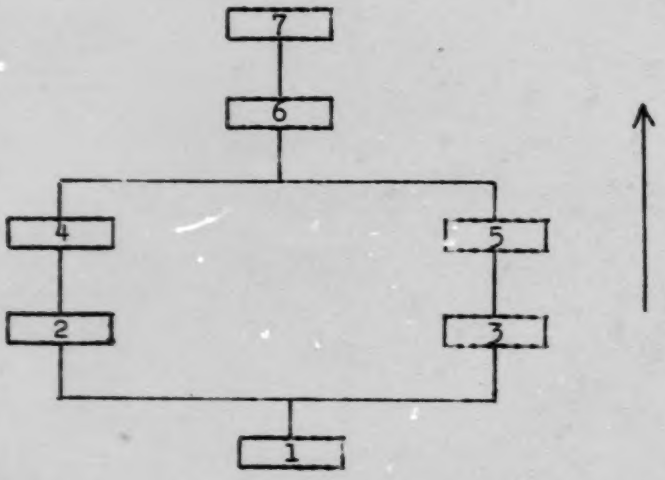
5. The student will identify agencies which can offer assistance to a person buying or building a home in his/her county.

4. The student will analyze zoning laws and assess their fairness in order to clarify the importance of zoning regulations.

3. The student will interpret one or more maps in order to select an appropriate building location.

2. The student will examine the functions of the County Planning Commission in order to clarify how their decisions can influence a person's selection of a home site.

1. The student will define and list several categories of real estate.



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NOTE TO THE TEACHER

1. It is suggested that you contact your local county planning and zoning office to see if they might supply you with various kinds of print material related to their particular agency. In making such requests, you should allow at least one week for processing.

2. The following is a list of prerequisites that the student should have mastered before attempting this LAP.

   A. Telephone skills
   B. Dictionary skills
   C. Newspaper skills: classified section
   D. Problem solving techniques
   E. Map interpretation

3. It will take approximately five to ten class periods for the student to complete this LAP. Some activities are designed to be accomplished at home, if you so desire.

4. Materials that should be available for pupil use:

   A. Student Resource 1 (included in teacher's guide)
   B. Student Resource 2 (included in teacher's guide)
   C. Pre-test (included in teacher's guide)
   D. Post-test (included in teacher's guide)
   E. Local telephone directory
   F. Local newspaper(s)
   G. Craft material (see Quest Activities)
   H. Maps from the Office of Planning and Zoning

5. There is an optional "Quest Activities" section included at the end of the LAP. Encourage your high ability students to complete at least one of these "enrichment" activities.

6. Inviting a real estate agent to speak briefly to the class should be motivating and valuable. Another suggestion would be to have students look at real estate advertisements in local newspapers.

7. For Activities II and III, you might involve a speaker from the Planning and Zoning Commission or arrange a visit to either the Planning and Zoning Offices or to a hearing of the Planning and Zoning Commission.

8. Be sure to obtain from your local planning and zoning office the maps required for Activity II, Part C. It is expected that the student has attained prerequisite skills necessary to interpret maps. These include being able to read a legend, determine direction and to find the location of a particular point on a variety of maps.

9. Attached to this guide is a tear-out evaluation sheet and a self-addressed envelope. After your students have completed this LAP, please respond in a candid manner to the questions on the evaluation form and forward this information to

Mr. Donald P. Vetter
Supervisor of Social Studies
Carroll County Public Schools
Westminster, Maryland 21157

Only with your cooperation will we be able to further improve the quality of instructional materials in the realm of Maryland State and Local Government.

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NAME_____

PRE-TEST

Part I - Multiple Choice. Select the best response for each of the following items.

A. Which of the following terms does not relate to a classification of real estate?

1. For rent
2. For sale
3. Commercial
4. Residential
5. Floor plan

B. Which of the following items would be least likely to appear in a classified real estate ad?

1. Conditions of sale or lease
2. Size of property
3. Description of buildings
4. Commission which will be paid to real estate agent
5. Persons to contact for information about the sale or lease

C. What agency or department is charged with the responsibility of guiding and accomplishing a coordinated development of the counties?

1. The Office of Recreation
2. The County Inspection Office
3. The Office of Permits and Licenses
4. The County Planning Commission
5. The County Sanitary Commission

D. Which of the following categories is not a zoning division?

1. Residential
2. Housing
3. Commercial
4. Industrial
5. Open Space

Part II - True or False. Examine each of the following statements carefully. Place the letter "T" in front of those statements which are true and the letter "F" in front of those statements which are false. Correct all statements which are false.

_____ A. Zoning decisions are enforced under provisions of police power.

_____ B. The Planning Commission is organized in order to provide for the health, safety and the general welfare of the county residents.

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_____ C. The zoning laws do not provide for the regulation of the type of buildings under construction within the county.

_____ D. Commercial real estate includes sites which are suitable for the construction of stores, shopping centers and heavy industry.

_____ E. Open space is land set aside for agriculture.

Part III - Supply the information which is requested for each of the following items.

A. List the four categories of zoned land.

1.

2.

3.

4.

B. List at least two purposes served by zoning.

1.

2.

C. List at least three functions which are served by the County Planning Commission.

1.

2.

3.

ANSWERS TO PRE-TEST

PART I

A. 5 B. 4 C. 4 D. 2

PART II

A. T B. T C. F D. F E. F

PART III

1. Residential
   Commercial
   Industrial
   Agricultural

2. Promote health
   Promote safety
   Promote general welfare
   Alleviate traffic congestion
   Protect highways from billboards
   Preserve the scenic beauty

3. Facilitate safe traffic flow
   Provide for wise and efficient expenditure of public funds
   Provide adequate use of public utilities and other public requirements
   To guide in a coordinated attempt to develop the county in a harmonious manner

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STUDENT RESOURCE 1

PLANNING COMMISSION

The Planning Commission is created for the purpose of:

1. promoting health, safety, morals, and the general welfare
2. to alleviate traffic congestion
3. to facilitate the safe flow of traffic
4. to provide for light and air
5. to promote good civic design and arrangement
6. a wise and efficient expenditure of public funds
7. adequate use of public utilities and other public requirements
8. for the general purpose of guiding and accomplishing a coordinated, adjusted and harmonious development of the County.

The County Commissioners are hereby authorized and empowered to appoint a Planning Commission to be known as the County Planning Commission with the powers and duties as hereinafter set forth.

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STUDENT RESOURCE 2

What Is The Nature of Zoning?

Zoning Districts are created for the purpose of:

1. promoting health, safety, morals and general welfare
2. to alleviate traffic congestion
3. to facilitate the safe flow of traffic
4. to protect highways from the encroachment of advertising structures and buildings
5. to preserve the scenic beauty of this county
6. to promote the orderly growth of said County in the interest of all its inhabitants.

The County Commissioners are hereby empowered to designate, regulate and control Zoning Districts within the bounds of said County, regulate the use, height, area, bulk and type of construction of buildings and the use of land. Such regulations shall be made in accordance with a master or comprehensive plan.

System of Operation

In very general terms, the average urban community of any size will be divided geographically into four use districts. These categories are: residential, commercial, manufacturing and agricultural. District boundary lines will usually be represented by major streets or natural features like lakes and rivers. There will, as a rule, be several residential and commercial districts, the number varying with community size, needs, and topography. Manufacturing may also have more than one zoned district. Agricultural districts are largely located on the outer edges of the urban community.

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NAME .....

POST-TEST

I. Directions: Examine each of the problems, needs or situations listed below and decide which aspect of the "case" justifies the need for a planning or zoning decision.. Note the example which is listed below.

EXAMPLE:

CASE: Several investment bankers are trying to build a new shopping center in Eldersburg. The local residents claim that such a development will greatly increase the volume of traffic passing through the community.

JUSTIFICATION: It will be necessary to evaluate the ability of the roadway which passes through the community to handle additional traffic. Since the Planning Commission is charged with the responsibility of facilitating the safe flow of traffic, this falls under their jurisdiction.

1. CASE: The Safeway Manufacturing Company has owned land in the Hampstead area for a number of years. They have rented the land out to Mr. Jones who has been farming it for almost ten years. The company has decided that it wants to move its manufacturing operation up from Baltimore and plans to serve notice to Mr. Jones about their intent. Mr. Jones and his neighbors are sure to object to this action. Can they block the company's plans on the basis of zoning law?

JUSTIFICATION:

2. CASE: Mike Smith has lived in a quiet residential neighborhood for a number of years. There had always been a vacant lot next to his house. That lot, however, was sold and a large drug store chain put up signs explaining that they would soon build a new store on the site. Mike was very upset. Can the drug store do what it says it will do?

JUSTIFICATION:

3. CASE: The Southern end of the county has been growing at a very rapid rate of speed. There is concern as to whether the various public utilities such as water and sewage will be able to handle the large population increase. What should be done to study the concerns noted here and whose responsibility is it to investigate?

JUSTIFICATION:

4. CASE: Mr. and Mrs. John Jones are looking for a site upon which to build their new home. They are very much concerned about the future plans for the area which they plan to select. What agency has the responsibility to provide these people with the basic information which they request?

JUSTIFICATION:

5. CASE: All along the highway are billboards and more billboards. It seems that they increase in number on a daily basis. The local residents are beginning to complain. On what basis can the local government act to correct this situation. After all, the billboards are privately owned and they are on private property.

JUSTIFICATION:

II. Directions: Pretend you have saved enough money to either buy a piece of land and have a customized house built, or you are ready to purchase the "home of your dreams." On a separate piece of paper, outline a logical sequence for gathering information before you buy your land or purchase your house.

1. List particular departments of the county government you would contact.

2. Describe the information you would seek from each agency you contact.

3. Tell why you would choose to get each piece of information at that particular point in the sequence.

4. Note the information you would regard as most important in making your decision about buying a piece of real estate. Note the information you would consider least important.

ANSWERS TO THE POST-TEST

I. All of the following are possible answers for the post-test. There may be other answers which your students may propose. The teacher should accept any reasonable answer which the student has supported with evidence.

1. The land is currently zoned agricultural. Mr. Jones has used the land in a legal manner, according to zoning ordinance. The company seems to have purchased the land for investment purposes and they did so possibly before there were any zoning laws. They may have been planning to simply move their operation over to the new site on that basis. At any rate, there is a law now which would prohibit them from operating a factory on land which is zoned agricultural, unless the Planning and Zoning Office grants an exception. This could be done, however, only after a public hearing has been held. The zoning laws permit the regulation of land use and type of construction of buildings.

2. The drug store cannot build a commercial establishment in a residential neighborhood and they would be prevented from doing so by zoning law. This law, under the police powers of the local government, would protect the residents of this neighborhood from the encroachment of commercial establishments.

3. The Planning Commission would be very concerned about the ability of the county utilities to meet the needs of an ever-expanding population. It is their responsibility to provide for adequate use of public utilities and other such requirements. They might choose to expand such services or to stop issuing building permits until such time when they feel that they can provide adequate services to the residents.

4. If the Jones family goes down to the Office of Planning and Zoning, they could look at the Master Plan for the county. These maps would provide them with immediate information about the proposed and current status of the community which they are considering for their new home.

5. Zoning law provides for control over billboards, even though they are privately owned and located on private land. The local government can regulate size, location and other general conditions related to the display of such structures. This power would also permit them to ban billboards, completely, from the roadways of the county in order to "preserve the scenic beauty." Local government would think very carefully before doing such a thing, however, since a substantial amount of tax money is paid to the county through the issuance of licenses for the display of billboard advertising.

II. Any answer is acceptable that:
1. presents a logical sequence
2. shows a correlation between the information sought and the department to be contacted
3. gives a where, what, and why for each service
4. evaluates importance of information.

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Tri-County Workshop on Government
Carroll County Public Schools
Westminster, Maryland 21157
Summer, 1974

MATERIALS EVALUATION INQUIRY

Title of LAP covered by this evaluation _____

County in which LAP was employed _____ Grade level _____

Course in which LAP was used _____

Number of days spent on LAP _____

DIRECTIONS: Please complete the following rating scale for each of the questions listed below.

	EXCELLENT	GOOD	FAIR	POOR
1. Were the objectives clear and concise?	1	2	3	4
2. Did the activities included in the LAP satisfy the stated objectives?	1	2	3	4
3. Were there a sufficient number of alternative activities for the accomplishment of each objective?	1	2	3	4
4. Were the activities of a practical nature?	1	2	3	4
5. Were the resources necessary to carry out the various activities readily available?	1	2	3	4
6. Was the pre-test functional in establishing the learning entry level of your students?	1	2	3	4
7. Did your students find the self-assessment instrument valuable in terms of preparing for the post-test?	1	2	3	4

8. Was the post-test a comprehensive evaluation of the activities and the objectives contained within the LAP?

1 2 3 4

9. Were the teacher answer sheets for the three evaluation instruments complete and accurate?

1 2 3 4

10. What was the reaction of your students to the LAP?

1 2 3 4

11. Did your students have any trouble understanding the directions in the LAP?

1 2 3 4

12. Did the LAP hold the interest of your students?

1 2 3 4

Please respond to the following questions in a full and complete manner.

1. What were the major strengths of the LAP?

2. What were the major weaknesses of the LAP?

3. Which activities proved to be troublesome and in need of revision? Please be specific about the activity number and the specific problems which were encountered.

4. Would you recommend the inclusion of certain activities which seem to be logical, yet omitted? Be as specific as possible.

5. Do you have any suggestions of a general nature?

WILL THIS BE YOU?

Public Enemy No. 1

James J. Dobbins, *The Boston Herald Traveler*

A LEARNING ACTIVITY PACKAGE FOR HIGH SCHOOL STUDENTS

INTEREST GROUPS AND LOCAL GOVERNMENT

CARROLL COUNTY BOARD OF EDUCATION
WESTMINSTER, MARYLAND

SUMMER 1974

Prepared by:

Sandy Dotson, Catoctin High School
Andy Wizda, South Carroll High School

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Carroll County Public Schools

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INTEREST GROUPS AND LOCAL GOVERNMENT

I. WHAT'S IT ALL ABOUT?

"But I'm only one person. What can I do?" How often have you said this to yourself? Do you feel powerless to bring about change in your community and in your government?

H O L D I T ! !

You DO have power. The purpose of this LAP is to introduce you to ways that you can bring about change in your community. You do have power. Now you are going to find out how to use it.

WHAT DO I DO NOW?

1. Read carefully the objectives in Part II. These are the things you should be able to do after completing all of the required activities. If you think you already know this information, complete the pre-test and ask your teacher to check your answers.

2. Complete activities I and II under Required Activities.

3. Complete the self-assessment. This will not be collected and should be used by you as a guide to pinpoint areas of weakness which should be reviewed.

4. Ask your teacher for the Post-Test. Complete the Post-Test and turn it into your teacher for grading. Remember, a minimum grade of "C" is required by all students. If you are not satisfied with your grade on the Post-Test, it may be retaken within limits set by the teacher.

5. After you have achieved the grade you desire on the Post-Test, you may begin working on the Enrichment Activities.

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II. OBJECTIVES

WHAT WILL I LEARN?

Given a series of case studies, you will evaluate various means by which interest groups attempt to make local government representatives responsive to their concerns.

Specific Objectives: At the end of this LAP, you will be able to:

1. Define interest group.
2. Identify at least four interest groups.
3. Describe methods used by various interest groups to achieve their aims.
4. Evaluate the effectiveness of methods employed by interest groups to accomplish their goals.

HOW WILL I BE GRADED?

Requirements for a "C": You are required to complete activities I and II and to satisfactorily pass the Post-Test. The activities will be collected; therefore, keep them numbered and arranged neatly.

Requirements for a "B": In addition to the requirements for a "C," you must complete one of the Enrichment Activities. The quality of all assignments and the grade on the Post-Test must be at least "B" level work.

Requirements for an "A": In addition to the requirements for a "C", you are also to complete two of the Enrichment Activities. The student working for a grade of "A" should remember the need for depth and thoroughness. If you elect to strive for an "A", you will be expected to demonstrate a superior quality of work.

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III. REQUIRED LEARNING ACTIVITIES

Activity I: What are interest groups, and how do they function?

After completing this activity, you will be able to:

1. Define an interest group.
2. Identify at least four interest groups.
3. Describe methods used by various interest groups.

DIRECTIONS

Read any one of the following case studies:

A. "Pleasant Valley Case" in American Political Behavior, pages 17-23.

B. "Parson's Point" in Municipal Politics, pages 6-23.

C. "Housing Problems" in Community Change, pages 7-31.

AND

1. Draw a political cartoon which illustrates the issue in the case which you read. Be sure to show the role which interest groups play in the controversy. Be creative and clever.

OR

2. Write a newspaper editorial that takes a position on the issue which you read. The editorial should be about one page long and should mention the various roles being played by interest groups.

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Activity II: Are the methods which interest groups employ usually successful in helping them reach their goal?

After completing this activity, you will be able to evaluate the success of methods which various interest groups employ to accomplish their goals.

DIRECTIONS

Complete any one of the following options.

1. Look through a current local newspaper and clip out two articles dealing with two separate local controversies. Mount the articles on a sheet of notebook paper. Be sure to note the name of the newspaper that the article was taken from and also indicate the date of publication. On a separate sheet of paper, answer the following questions.

   A. What is the issue presented in the article?

   B. Identify the interest groups which seem to be taking sides on the issue.

   C. What methods seem to be employed by the groups to achieve their aims?

   D. At this point in time, do the tactics which are being employed seem to be successful? Why or why not?

   E. Assuming that you were to become an active supporter of one of the positions on this issue, which group's efforts would you tend to support? What specific actions would you take to help your group achieve its goals?

OR

2. View the film, "Before the Mountain Was Moved." After you have viewed the film, join a group of at least four students and discuss the five questions listed under activity 1. After the discussion, summarize the conclusions of the group in writing.

OR

3. View the filmstrip, "Open Housing." After you have viewed the filmstrip, join a group of at least four students and discuss the five questions which are listed under activity 1. After the discussion, summarize the conclusions of the group in writing.

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SELF-ASSESSMENT

Part I

TRUE-FALSE: Tell whether the statements below are true or false. For those answers which you choose as false, explain why the statement is false.

_____ 1. Interest groups take an active role in issues of local controversy.

_____ 2. Interest groups make laws that will satisfy their goals or objectives.

_____ 3. To become a member of an interest group, people in the community must elect you to membership in that group.

_____ 4. The degree of involvement in interest group activities is dependent on the personal importance of the issue to the individual.

_____ 5. Local officials, aware of local problems, will often appoint citizens to membership in interest groups.

Part II: Identification of Interest Groups

a. For each of the following situations, list three interest groups that might be involved in the controversy, and justify your choices in one or two sentences:

1. A low-income housing project which will border on a wealthy neighborhood is proposed to the Planning Commission.
2. An item on the agenda of the City Council's monthly meeting calls for the reduction of the police force from 50 men to 30 men.
3. The County Council is voting on a proposal to cut the education budget by $1.2 million.
4. The town council wants to use the vacant land next to the high school for a sanitary landfill.

b. From each of the situations listed in part a, select one of the interest groups which you identified for each of the situations and speculate on at least two methods which they might employ to achieve their goals.

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BIBLIOGRAPHY

1. American Political Behavior, 1972
Mehlinger and Patrick
Ginn and Company
Lexington, Massachusetts

2. Community Change, 1968
AEP Publication
Columbus, Ohio

3. Municipal Politics, 1968
AEP Publication
Columbus, Ohio

4. Local Newspapers

5. "Open Housing" (filmstrip)
Guidance Associates (Civil Liberties Series)
Pleasantville, New York

6. "Before the Mountain Was Moved" (film)
Enoch Pratt Free Public Library
Baltimore, Maryland

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IV. ENRICHMENT ACTIVITIES

1. For each of the following situations, identify a minimum of three interest groups that might become involved:

   a. MacDonald's has purchased land next to the high school and plans to build a drive-in restaurant.
   b. Your favorite drive-in movie will be torn up so that the county government can put in a triple-decker parking lot.
   c. The State Roads Commission wants to tear down the only movie theatre in your town in order to put through an expressway.
   d. The State Senate is voting on a bill which will raise the legal age for driving to 18.
   e. The City Council is voting on a bill which will legalize all forms of gambling within the city limits.
   f. The Board of Education is hearing arguments about a proposal to do away with physical education as a requirement.

2. Construct two posters (each poster clearly showing one side of the issue) which opposing interest groups might create to further their cause in any of the situations listed in activity 1 above.

3. Attend a local town meeting, a meeting of the County Commissioners, or a hearing held by the County Commissioners, as a reporter for the local newspaper. It will be your responsibility to report to your reading public the happenings at the meeting. Your report should include:

   a. Spokespersons for different groups
   b. Issues discussed
   c. Arguments employed by all sides debating the issue
   d. Votes on any questions and or analysis of why the vote turned out the way it did

4. Attend a meeting of an interest group in your community as a spy for the opposition. When you report back to your superiors, your intelligence report should include:

   a. Size and strength of the group
   b. Goals of the group
   c. Methods they plan to use to be successful

   After you have completed your mission, you are to make suggestions to your group's executive board on methods which can be employed to stop your group's adversary.

5. Draw a series (minimum 3) of political cartoons that deal with interest groups and/or issues in your community.

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ANSWERS TO SELF-ASSESSMENT

Part I

1. True
2. False - Interest groups do not make laws; they pressure others to legislate laws and ordinances.
3. False - Members of interest groups are not elected to membership; membership is voluntary.
4. True
5. False - Participation in interest groups is voluntary. One is not appointed to membership in an interest group.

Part II

a. 1. Residents of wealthy neighborhood
Low-income citizens
Developers

2. Police Department or Union
Citizens desiring more police protection
Merchants and/or Store Owners

3. Board of Education
Teachers and school administrators
Citizens for lower taxes
Citizens for aid to education

4. Residents of the area
Board of Education
Health Department
Students/Teachers/Administrators

b. Check with another member of class to see if they agree with your answers.

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A LEARNING ACTIVITY PACKAGE FOR HIGH SCHOOL STUDENTS

INTEREST GROUPS AND LOCAL GOVERNMENT

TEACHER'S GUIDE

CARROLL COUNTY BOARD OF EDUCATION
WESTMINSTER, MARYLAND

SUMMER 1974

Prepared by:

Sandy Dotson, Catoctin High School
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00224

Carroll County Board of Education

Westminster, Maryland

INTRODUCTION

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Donald P. Vetter, Supervisor
Office of Social Studies

Ira Hiberman, Chairman
South Carroll High School

INTEREST GROUPS AND LOCAL GOVERNMENT

TEACHER'S GUIDE

I. Rationale

Young people frequently fail to realize the degree of power which the individual in our society is capable of exercising. Often our students exhibit a sense of frustration when it comes to discussing problems or issues of large scope. Their typical response is, "But, I'm just one person, what can I do?"

The purpose of this LAP is to introduce pupils to the concept of interest groups and to present methods used by them to influence governmental decision-makers. However, the student will be made to realize that not every group is a winner. Sometimes, no matter how hard it tries, an interest group may fail to achieve its stated aim.

An attempt will be made to analyze the methods employed by interest groups that yield success and those which breed failure. Relationships will be established between the circumstances surrounding an issue and the appropriate methods which should be employed for the greatest degree of satisfaction.

II. Hypotheses of Learning Hierarchy

Terminal Objective

5. When given a series of case studies, the student will evaluate various means by which interest groups attempt to make local government representatives responsive to their concerns.

Enabling Objectives

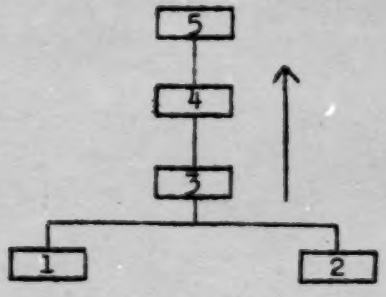
The student will be able to:

4. Evaluate the effectiveness of methods employed by interest groups to accomplish their goals.

3. Describe methods used by interest groups to achieve their aims.

2. Identify at least four interest groups which play or have played an active part in local politics.

1. Define the concept "interest groups" as it relates to political behavior.



00226

NOTE TO TEACHER

1. Administer and grade the Pre-Test. If students do not achieve 100% on the test, they must either do all of the required activities or you must specify on a personal basis which students activities must be completed. Students achieving 100% should be excused from the required activities. However, they should be directed to the enrichment activities and asked to complete enough of these activities to meet the established criteria listed in "How Will I Be Graded?"

2. Answers to Pre-Test

   Part A

   1. F
   2. F
   3. F
   4. F
   5. T

   Part B

   1. petition
   2. demonstrations
   3. correspondence with elected officials
   4. propaganda leaflets and booklets
   5. interviewing

   Others

   1. supporting sympathetic political candidates
   2. rioting
   3. writing to newspapers
   4. speeches

   Other answers may be plausible. It is up to the classroom teacher to determine the logic and validity of other student responses.

3. Attached to this guide is a tear-out evaluation sheet and a self-addressed envelope. After your students have completed this LAP, please respond in a candid manner to the questions on the evaluation form and forward this information to

   Mr. Donald P. Vetter
   Supervisor of Social Studies
   Carroll County Public Schools
   Westminster, Maryland 21157

   Only with your cooperation will we be able to further improve the quality of instructional materials in the realm of Maryland State and Local Government.

00227

Name _____

Section _____

PRE-TEST

Interest Groups and Local Government

A. True-False

_____ 1. Interest groups are part of the local governmental structure.

_____ 2. To become a member of an interest group, you must be elected by the voters.

_____ 3. Interest group leaders are appointed by a local governmental authority.

_____ 4. Interest groups have legislative power and thus can pass laws.

_____ 5. Views of a community are represented by the various interest groups which are active in that community.

B. List five methods interest groups often use to achieve their goals.

1.

2.

3.

4.

5.

00228

Name _____

Section _____

POST-TEST

Part I

1. Define INTEREST GROUP.

2. Identify two interest groups that are currently active in your community or that have been active recently.

Part II

Read the following situation, and complete the chart at the end of the case study.

The Board of Education of Corncob County is considering the adoption of a pass/fail grading system, in place of the traditional letter grade system which is currently employed in the county's schools. In order to take a stand on the issue, the high school student councils in the county held meetings and passed a joint resolution which stated, "Under a pass/fail grading system, students will not be motivated to work as hard as they might under the traditional letter grade system." This resolution was sent to the Board of Education. In addition, a group of academically motivated students who had received good grades in the past circulated a petition which stated that, "Letter grades are necessary for college entrance." These students sent their petition to the Board of Education along with a collection of two hundred signatures.

Teachers at several of the schools met and discussed the issue. The general result was that nobody on the professional staff seemed to react to the issue in the same way. It was obvious, however, that the English and Social Studies teachers felt that the pass/fail system would relieve the pressure of grades which students frequently felt. Perhaps, then, with less pressure, it might be possible for students to achieve better in their classes. The math and science teachers disagreed. They felt that a pass/fail system would not be a good scientific measure of student achievement. Both groups made their recommendations to their principals.

The high school principals sent letters to the board, in which they supported a pass/fail system. Their position was that a pass/fail system would make record keeping easier, save administrative time, and serve in the best interests of the students.

A group of parents organized a picket line at the office of the Board of Education. They walked up and down in front of the building's entrance carrying signs saying, "Competition is the American Way" and "Grades are Great."

A. What is the issue in this case study?

B. Complete the following chart.

Interest Group	Stand on Issue	Method Used
1.		
2.		
3.		
4.		
5.		
6.		

Part III

Examine the following statement carefully. After you have read the statement and have had time to think it over, you are to take a position of agreement or disagreement with what is being said. Explain your stand and give examples to support your point of view.

"Politicians only pay 'lip service' to interest groups, and they do what they want to anyway. Interest groups are not really effective in bringing about change."

Answers to POST-TEST

Part I

1. An interest group is "a group of people, using a variety of techniques, who attempt to persuade government officials to act in a favorable manner toward their interests."

2. Subject to interpretation. Accept any answer which can be logically supported.

Part II

Issue - Should the Board of Education institute a pass/fail grading system in county schools.

Chart -

Interest Group	Stand On Issue	Method Used
1. Student Council	Opposed	Resolution forwarded to the Board
2. Good students	Opposed	Petition
3. English-Social Studies teachers	In Favor	Recommendation to principal
4. Math-Science teachers	Opposed	Recommendation to principal
5. Principals	In Favor	Letters
6. Parents	Opposed	Demonstrations

Part III

The teacher should evaluate the essay based on the skill which is demonstrated by the student in supporting the position taken. In addition, attention should be paid to the content considerations and examples which the student employs to justify his position.

Tri-County Workshop on Government
Carroll County Public Schools
Westminster, Maryland 21157
Summer, 1974

MATERIALS EVALUATION INQUIRY

Title of LAP covered by this evaluation _____

County in which LAP was employed _____ Grade level _____

Course in which LAP was used _____

Number of days spent on LAP _____

DIRECTIONS: Please complete the following rating scale for each of the questions listed below.

	EXCELLENT	GOOD	FAIR	POOR
1. Were the objectives clear and concise?	1	2	3	4
2. Did the activities included in the LAP satisfy the stated objectives?	1	2	3	4
3. Were there a sufficient number of alternative activities for the accomplishment of each objective?	1	2	3	4
4. Were the activities of a practical nature?	1	2	3	4
5. Were the resources necessary to carry out the various activities readily available?	1	2	3	4
6. Was the pre-test functional in establishing the learning entry level of your students?	1	2	3	4
7. Did your students find the self-assessment instrument valuable in terms of preparing for the post-test?	1	2	3	4

8. Was the post-test a comprehensive evaluation of the activities and the objectives contained within the LAP?

1 2 3 4

9. Were the teacher answer sheets for the three evaluation instruments complete and accurate?

1 2 3 4

10. What was the reaction of your students to the LAP?

1 2 3 4

11. Did your students have any trouble understanding the directions in the LAP?

1 2 3 4

12. Did the LAP hold the interest of your students?

1 2 3 4

Please respond to the following questions in a full and complete manner.

1. What were the major strengths of the LAP?

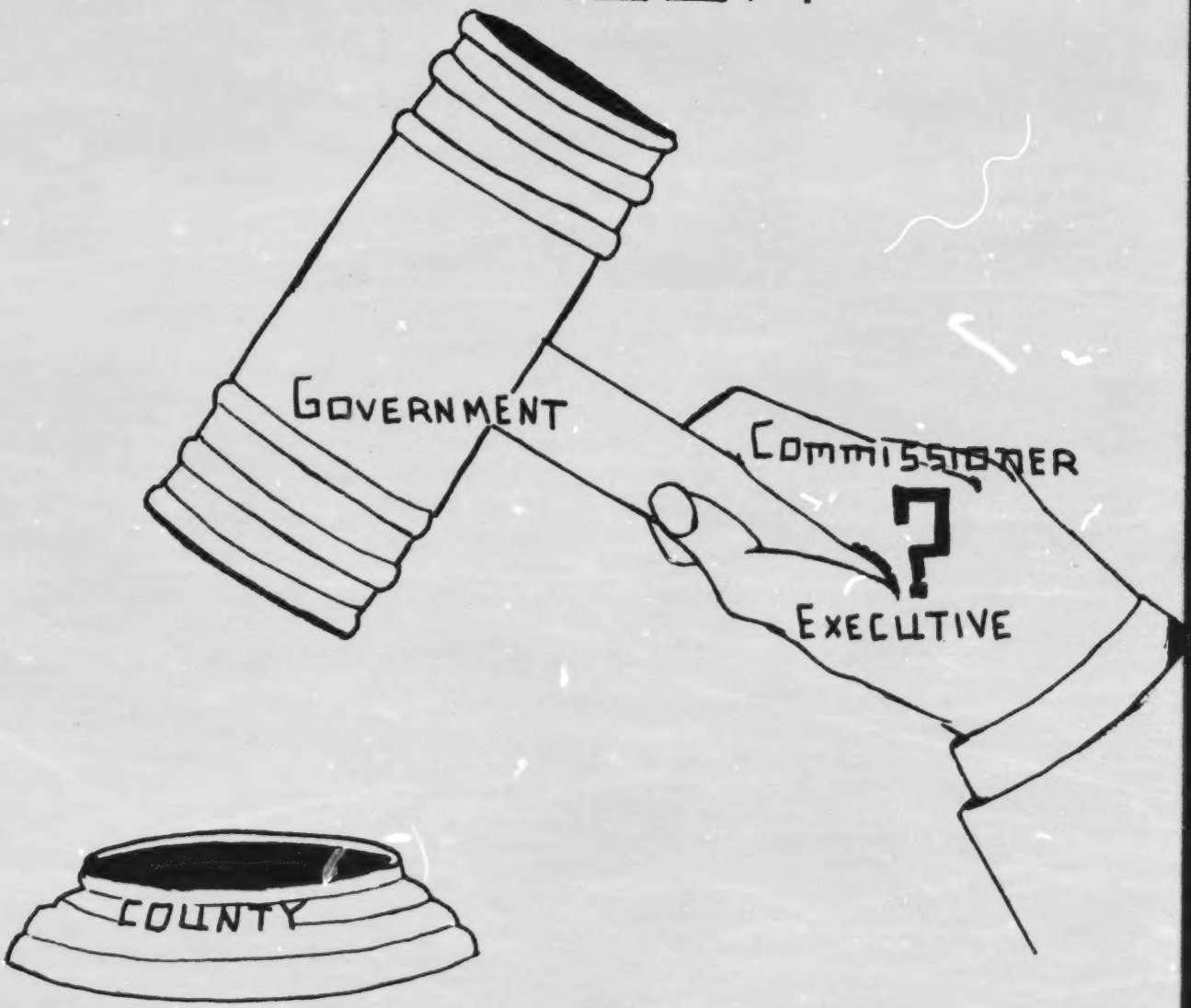
2. What were the major weaknesses of the LAP?

3. Which activities proved to be troublesome and in need of revision? Please be specific about the activity number and the specific problems which were encountered.

4. Would you recommend the inclusion of certain activities which seem to be logical, yet omitted? Be as specific as possible.

5. Do you have any suggestions of a general nature?

How Effective Is Your



County Government?

A LEARNING ACTIVITY PACKAGE FOR HIGH SCHOOL STUDENTS

HOW EFFECTIVE IS YOUR COUNTY GOVERNMENT?

CARROLL COUNTY BOARD OF EDUCATION
WESTMINSTER, MARYLAND

SUMMER 1974

Prepared by:

Dave Eby, Westminster High School
Tom Slater, Lingamore High School

Student Consultant

Clay Matthews, North Carroll High School

Coordinators

Ira Hiberman, South Carroll High School
Donald P. Vetter, Supervisor of Social Studies
Carroll County Public Schools

00235

HOW EFFECTIVE IS YOUR COUNTY GOVERNMENT?

Part I - INTRODUCTION

A. WHAT'S IT ALL ABOUT?

You will be a voter in a few years or perhaps you are a voter at the present time. One of the issues that may face you on the ballot is, "under what form of government do you want to live?"

As the population of your county grows, the demands for governmental services will increase. Will a change in your present governmental form bring about greater efficiency and variety of services, or could modernization of the present system achieve the same goal?

Upon completion of this LAP, you will be more familiar with the two most common forms of county government found in Maryland. The LAP will not tell you which governmental form is best. It will, however, enable you to be a more intelligent voter when and if the question of "governmental form" comes to the voting booth.

B. WHAT DO I DO NOW?

1. Read the objectives on the next page in order to clarify the things you should be able to do after completing the activities in Part III of the LAP.

2. You will be asked to take a pre-test in order to determine what you already know about county government. If you score well on the test, your teacher may excuse you from some of the required activities.

3. Start on the required activities on page 3, and complete all of the activities in the order which they are listed. You may skip any activities which the teacher has excused you from doing.

4. Take the Self-Assessment on page G-7 after you have completed all of the required activities. If you know most of the answers on the Self-Assessment, you may ask your teacher for the post-test. If you have trouble with the Self-Assessment, go back to the activities and review appropriate activities before requesting the post-test.

5. When you pass the post-test, discuss with your teacher which of the "Quest Activities" you would like to complete.

00236

Part II - WHAT WILL I LEARN?

A. Major Objective

You will be able to assess the advantages and disadvantages of both the commissioner and the charter forms of county government.

B. Specific Objectives

By the time you have completed this LAP, you should be able to:

1. Describe the purposes of government and list those services which citizens expect to receive from government.
2. Distinguish between the Executive, Legislative, and Judicial roles within county government.
3. Define what is meant by county commissioner form of government.
4. Define what is meant by charter form of county government.
5. Identify the kinds of services provided by county government under the commissioner form of government.
6. Identify the kinds of services provided by county government under the charter form of government.
7. Trace the process by which local legislation is dealt with under the commissioner form of government.
8. Trace the process by which local legislation is dealt with under the charter form of government.
9. Arrive at a conclusion as to which of the three functions of government are performed by the county commissioners.
10. Arrive at a conclusion as to how the three functions of government are performed within the scope of a typical charter county government.

00237

PART III - REQUIRED ACTIVITIES

Start with Activity A and continue until you have finished all of the required activities in the order in which they are listed.

Activity A - Why have government? What does it do?

1. Write a short paragraph in which you describe the purpose of government. Also, explain what problems might exist if there were no government, at all. When you finish your paragraph, find a partner who has also written such a paragraph and compare your findings. Discuss your differences and be prepared to explain your point of view to your partner.

OR

2. Get together with a group of four other students and have a "brainstorming" session. Compile a list of services which citizens expect their local government to provide.

Activity B - What are the three branches of county government and what are their responsibilities?

1. Create a chart or display which shows the three branches of county government. Be sure to demonstrate the particular role played by each of the branches and the specific people and institutions which are part of each of the branches. Your teacher will provide you with any materials which you may need for this project. You may complete this task on your own or you may work with several other students on the project. Be sure to take your time and do a careful job because your product will be on display as a learning tool for other students in your class.

OR

2. Secure Student Resource 1 from your teacher. Working with one other student, complete the chart indicating the executive, legislative and judicial functions of each of the persons listed. Using reference material provided by the teacher, describe the functions of the branches of your county's government.

00238

Activity C - What are the basic differences between the kinds of services provided by the charter versus commissioner forms of county government?

DIRECTIONS: Using Student Resources 2 and 3, identify those duties which are legislative, those duties which are executive, and those duties which are judicial in nature. Illustrate your decision by placing those duties on the chart at the appropriate place.

	EXECUTIVE	LEGISLATIVE	JUDICIAL
COUNTY COMMISSIONER			
CHARTER — COUNTY COUNCIL			
CHARTER — COUNTY EXECUTIVE			

00239

Activity D - What are the basic differences between the charter form of county government and the county commissioner form of government?

1. Your teacher will provide you with source material about forms and function of county government. After you have read about the basic governmental forms, organize a group of five students and discuss the following questions:

   A. In which governmental form is the term of the chief elected officials set by the Maryland State Constitution?

   B. Under which governmental form is decision-making carried on in the county and not in the Maryland General Assembly?

   C. Which system provides the voters of the county with the opportunity to determine the powers, compensation, and duties of the chief elected officials?

OR

2. Secure Student Resources 4-10 from your teacher. Form a group of at least four other students and use the resources to answer the following questions.

   A. List the elected offices of Frederick County.

   B. List the elected offices of Montgomery County.

   C. List the elected offices of the State of Maryland.

   D. What are the primary activities of county government? Give evidence from the charts to support your answer.

   E. Use the expenditure charts to locate at least three governmental activities which the state assumes responsibility for to a greater level than the county governments. Give supportive figures from the charts to prove your position.

   F. Form a hypothesis about the kinds of governmental activities which the citizens of Montgomery County might expect for their invested tax dollar and compare these activities, in terms of level, as they exist in Frederick County. Give three examples from the charts to support your hypothesis.

   G. In which county would you assume that the state exerts the most influence through its executive departments? Give evidence from the charts to support your answer.

   H. In which county would you assume that the tax rate is higher? Give evidence from the charts to support your answer.

Activity E - What are the advantages and disadvantages of the charter versus the commissioner form of county government?

1. Carefully read Student Resources 11 and 12 and take notes on the advantages and disadvantages of each of the forms of county government. Then review the activities you have completed in order to add to your list.

2. With a group of three or four other students, discuss the advantages and disadvantages and develop a master list based on mutual agreement.

3. Write a paragraph in which you present reasons why you would prefer to live in a county which has the form of government which you believe to be most effective--charter or commissioner.

00241

Name _____

SELF-ASSESSMENT

Part I - Read each of the statements carefully. If the statement is true, place the letter "T" in the space provided. If the statement is false, place the letter "F" in the space provided and correct the statement.

_____ 1. The Maryland Constitution is unique in that it imposes restrictions on local legislation.

_____ 2. Bills of a local nature are introduced by the state senator or delegate from that district.

_____ 3. A County Commissioner form of government cannot develop a merit system.

_____ 4. A County Charter is a County Constitution.

_____ 5. Under Charter government, local units may pass laws which are in conflict with state legislation.

Part II - Match each of the descriptions on the right with one of the county government forms on the left.

1. County Commissioner

2. Charter

_____ a. The Maryland Constitution sets the term of chief elected officials in counties with this form of government.

_____ b. With the adoption of this form of government decision making is pinpointed in the county government body; not shared with the Maryland General Assembly.

_____ c. The voters of the county determine the number, compensation, powers, and duties of chief elected officials with this form of government.

_____ d. All counties in Maryland have this form unless specific actions have been taken by citizens to change to the other form (e.g. referendum, petition.)

_____ e. The Maryland General Assembly determines the number, compensation, powers, and duties of chief elected officials in counties with this form of government.

00242

Part IV - QUEST ACTIVITIES

After you have completed all of the required activities and after you have passed the post-test, you may complete any one of the following activities. All of the following activities are to be cleared with your teacher BEFORE you begin working on the project.

1. Conduct an opinion poll of five officials or well-informed citizens as to the merits of executive and legislative power resting in one authority. See your instructor concerning individuals who might be approached in this activity. Report your findings back to the class.

2. Looking back into history at the Mayflower Compact and Magna Carta, English Bill of Rights, and the United States Constitution (to name a few documents) try to explain what historical phenomenon in this country might account for the appeal which charter government seems to have. Your instructor will decide with you what form your findings might take.

3. Develop a chart for your county which illustrates the process by which local legislation is developed. Include on the chart every possible step that could occur.

4. Visit the state legislature and conduct a survey of legislators from counties with a charter government and counties with a county commissioner form of government. This survey should be designed in order to determine any differences in opinion among legislators as to the local legislative function.

5. In counties with county commissioners, spend a day with a county commissioner and list all of his activities of that day. Classify his activities as legislative, executive, or judicial in nature. In counties with a charter government, you could do the same thing with a member of the county council or the county executive.

6. Secure a map of the state of Maryland. Indicate on your map which counties have accepted charter rule and which counties have rejected it. Also show counties which have not voted on the question. This should be suitable for projection by an opaque or overhead projector. Be prepared to give reasons why charter rule may have been accepted or rejected by the various counties.

7. If your county does not have a charter, organize a group of at least four students and make up a charter for your county. Be prepared to share your document with the rest of the class.

8. In a manner prescribed by your instructor, evaluate which form of government best suits your county. This judgment should be supported with appropriate rationale.

9. Write a research paper on the judicial interpretations of the basis of county (local) government. This paper should include a thorough discussion of Dillon's Rule and Cooley's Rule.

00243

Answers for Self-Assessment

Part I

1. T
2. T
3. T
4. T
5. F

Part II

A. Commissioner

B. Charter

C. Charter

D. Commissioner

E. Commissioner

00244

A LEARNING ACTIVITY PACKAGE FOR HIGH SCHOOL STUDENTS

HOW EFFECTIVE IS YOUR COUNTY GOVERNMENT?

TEACHER'S GUIDE

CARROLL COUNTY BOARD OF EDUCATION
WESTMINSTER, MARYLAND

SUMMER 1974

Prepared by:

Dave Eby, Westminster High School
Tom Slater, Lingamore High School

Student Consultant

Clay Matthews, North Carroll High School

Coordinators

Ira Hiberman, South Carroll High School
Donald P. Vetter, Supervisor of Social Studies
Carroll County Public Schools

00245

Carroll County Board of Education

Westminster, Maryland

INTRODUCTION

A critical examination of citizenship education in the schools of Maryland reveals several curricular shortcomings. First, too few instructional materials are available in the field of state and local government, and second, where curriculum materials do exist, there is a marked need to improve upon their quality. Based on these needs, a House Joint Resolution was passed in 1973 which recommended the development of curriculum materials on state and local government. Accordingly, the Maryland State Department of Education funded a series of state-wide workshops to deal with this matter.

Participants to these workshops were to be engaged in activities to expand their knowledge of state and local government through personal contact with experts from the political arena. At the Tri-County Workshop, involving students from Carroll County and teachers from Carroll, Howard and Frederick Counties, there were interaction sessions with county appointed and elected officials, municipal mayors and state senators and delegates. As a result of these sessions, materials on the form and function of local, state and county government were developed.

These instructional materials are organized in the form of individualized learning activities packages. They are designed to provide for the appraisal of learner entry levels and pupil self assessment as well as to facilitate post-instructional evaluation. Hence, it is not necessary for the learner to complete activities that yield concept formation for which he has demonstrated understanding. The design of the materials, including the activities and resources, provide for flexibility in their use. They are organized in a manner which should permit you to insert them with relative ease into almost any existing curriculum structure.

With any undertaking of this magnitude, there are bound to be oversights and other problem areas which materialize. Thus, we have provided the user of these materials with a "tear-out" evaluation sheet and a self-addressed envelope. We are asking that you complete this evaluation after using these materials with your students. Place the form in the attached envelope and send it to the agency listed on the face of the envelope.

We wish you success in your use of these materials, and we seek your support in their evaluation.

Donald P. Vetter, Supervisor
Office of Social Studies

Ira Hiberman, Chairman
South Carroll High School

HOW EFFECTIVE IS YOUR COUNTY GOVERNMENT?

TEACHER'S GUIDE

I. RATIONALE

As our students near the age for their first visit to the voting booth, we have a responsibility to provide them with the basic raw knowledge which they need in order to vote in an intelligent manner. In the past, we have provided for this consideration, mainly with regard to the federal establishment. We shall strive, now, to provide the student with a series of experiences which will encourage understandings about the workings of county government. The learner will be asked to study the specific components of county governmental form and at the conclusion of this series of activities, he should formulate a judgment about the advantages and disadvantages of each county government form.

II. HYPOTHESES OF LEARNING HIERARCHY

Terminal Objective

7. The senior high school social studies student will assess the advantages and disadvantages of both the commissioner and the charter form of county government. This assessment must be supported with appropriate rationale.

Enabling Objectives - At the conclusion of the LAP, the student should be able to:

6B. Arrive at a conclusion as to how the three functions of government are performed within the scope of a typical charter county government.

6A. Arrive at a conclusion as to which of the three functions of government are performed by the county commissioners.

5B. Trace the process by which local legislation is dealt with under the charter form of government.

5A. Trace the process by which local legislation is dealt with under the commissioner form of government.

4B. Identify the kinds of services provided by county government under the charter form of government.

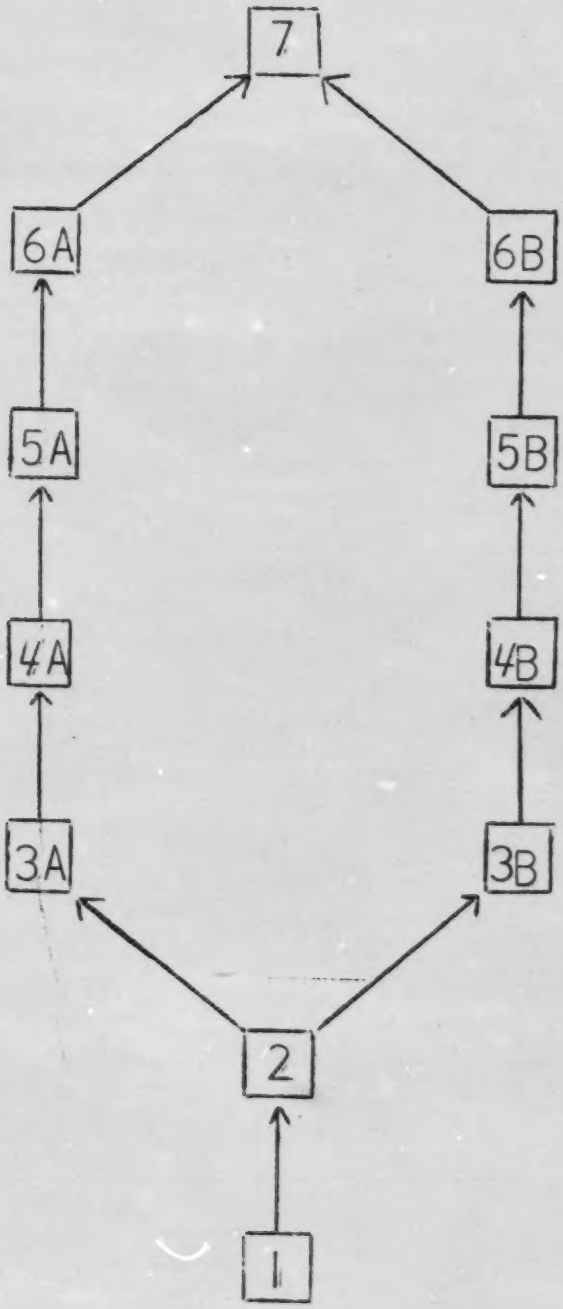
4A. Identify the kinds of services provided by county government under the charter form of government.

3B. Define what is meant by the charter form of county government.

3A. Define what is meant by county commissioner form of government.

2. Distinguish between the Executive, Legislative, and Judicial roles within county government.

1. Describe the purposes of government and list those services which citizens expect to receive from their county government.


7
6A
6B
5A
5B
4A
4B
3A
3B
2
1

NOTE TO THE TEACHER

1. This Learning Activity Package was written to help fill the need that exists in many schools in terms of resource material on local government in Maryland. With that goal in mind, you will find a large variety of materials included in this package. This is not intended to preclude the use of other appropriate written and/or audio/visual sources the teacher may have access to.

2. The activities and resources included were designed with the high to average ability student in mind. However, many of the activities could be completed by lower level students if they were slightly modified.

3. In the student section, the enabling and terminal objectives are stated. Included in the instructor's guide is a learning hierarchy indicating the order in which these objectives might be pursued.

4. In administering the pre-test, students may indicate a knowledge of some of the LAP objectives. The teacher may, if it seems appropriate, allow that student to skip the activities concerned with the objectives that have been mastered.

5. After students have completed Activity E or have fared poorly on the Self-Assessment, you could organize them into groups of eight to twelve in order to review the advantages and disadvantages of charter and commissioner forms of government.

6. As a culmination to the LAP, as a class, arrive at a conclusion as to the reasons why your county has or has not accepted charter government.

7. Attached to this guide is a tear-out evaluation sheet and a self-addressed envelope. After your students have completed this LAP, please respond in a candid manner to the questions on the evaluation form and forward this information to

   Mr. Donald P. Vetter
   Supervisor of Social Studies
   Carroll County Public Schools
   Westminster, Maryland 21157

Only with your cooperation will we be able to further improve the quality of instructional materials in the realm of Maryland State and Local Government.

00249

Name _____

PRE-TEST

A. Directions: Select the best possible response for each of the questions and place your response in the space provided.

___ 1. Which of the following activities reflect little or no county level involvement?

A. Education
B. Court system
C. Road maintenance
D. Land fills

___ 2. Under the county commissioner form of government, the county commissioners usually carry out which of the following functions of government?

A. Legislative only
B. Executive only
C. Judicial only
D. Both legislative and executive

___ 3. The county council, under the typical charter form of county government, usually carries out which of the following functions of government?

A. Legislative only
B. Executive only
C. Judicial only
D. Both legislative and executive

___ 4. Under a County Commissioner form of government, laws are created by:

A. Simple action of the county commissioners
B. Referendum
C. The county council
D. Action of the state legislature

___ 5. Which of the following is <u>not</u> an advantage of charter home rule?

A. Legislative process is speedier
B. Statutes are passed completely free of state legislative jurisdiction
C. Executives are subject to public pressure
D. Council members are subject to public pressure

___ 6. One of the advantages of a county commissioner form of government is:

A. Speedier in passing laws
B. Free of the need for enabling laws from the state legislature
C. Has both executive and legislative function thus possibly eliminating friction between two branches of local government
D. Public opinion is disregarded.

___ 7. The executive function in charter government is usually reserved for:

A. Judicial officers
B. County council
C. County executive
D. County commissioner

B. In a brief essay, describe the advantages and disadvantages of the commissioner and charter forms of county government.

00250

Name _____

POST-TEST

A. Directions: Read each of the following questions completely and carefully. Based on the information which you have studied, you are to respond to each of the questions.

____ 1. Within the last decade, interest in home rule has gained momentum. In Maryland, which of the following is not a valid factor related to this growth in interest?

A. Will produce a lower tax rate.
B. The state legislature has shown a willingness to give up some local legislative power.
C. A desire of citizens to see local decision-making at the county level.
D. Increased interest, by citizens, in local governmental services.

____ 2. Our Federal Constitution delegates power specifically to the national government. However, power which is not specifically delegated to the national government is left to the state governments. In discussing various types of "home rule" in Maryland, which of the following distributions of power seems to be adhered to?

A. Residual power in counties and delegated powers to the state
B. Delegated power in counties and residual powers to the state
C. Residual and delegated powers both rest with the counties

____ 3. Under a county commissioner form of government, why is there less chance for legislative and executive power struggles to develop?

____ 4. What are three basic purposes for having a county government?

A.

B.

C.

____ 5. Which governmental form could best deal with this situation? Why?

"The Lanslot Corporation has expressed an interest in locating in Plotz County. The location which they have selected for their site is in the northern end of the county. The current status of utilities, however, suggests that there will be a need to upgrade certain services. Larger water and sewage lines will have to be installed and road improvements will have to be made."

____ 6. A county citizens group is attempting to have a law introduced within the county. In order to accomplish this task, these people would have to lobby for their interests. Under which county governmental form would they have the fewest number of people to influence. Explain your answer.

B. Short Answer

1. What are two advantages of the charter form of county government?

2. What are two advantages of the commissioner form of county government?

00252

RESPONSES TO EVALUATION INSTRUMENTS

Key to Pre-Test

A. Multiple Choice

1. B
2. D
3. A
4. D
5. B
6. C
7. C

B. Essay

Answers will vary. Use your own criteria for evaluation.

Key for Post-Test

Part A

1. A
2. B
3. Because both the legislative and executive authority rests with the county commissioners
4. To protect the rights of county citizens.
   To provide services to county residents.
   To resolve disputes between citizens.
   Also, any other response which the teacher feels is satisfactory.
5. The Charter Form of government. Because there is no need to approach the State Legislature.
6. The Charter Form of Government. Because the citizens' group need not lobby the state legislature.

Part B

Answers will vary. Use your own criteria for evaluation.

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SUGGESTED SOURCE MATERIAL FOR STUDENTS

This is a partial list of material available to you free or inexpensively. Some of these items are very valuable resources for the activities of the LAP. A number of these source items are rather sophisticated and thus should be used only with the more able student.

Azzaretto, John F., A Study of Local Government Organization: Calvert County, Maryland, Maryland Technical Advisory Service, University of Maryland, 1974.

Citizens Guide to Public Services, Montgomery County, County Office Building, Rockville, Maryland, 1971.

Corddry, George H. (Edited) Maryland State Government, Media Materials, P.O. 168, Riderwood, New Jersey, 1972.

Ferguson, John H. and McHenry, Dean E., Elements of American Government, McGraw-Hill, New York, 1970.

Griffith, Ernest S., A History of American City Government, 1870-1900, Praeger Publications, New York, 1972.

Maryland Manual, 1973-74, Hall of Records Commission, Annapolis, Maryland.

Montgomery County, Its History and Government, County Office Building, Rockville, Maryland, 1970.

Nash, Grover E., A Study of Local Government: Frederick County, Maryland Technical Advisory Service, University of Maryland, 1967.

Public Services in Montgomery County, 1971 Annual Report, County Office Building, Rockville, Maryland, 1971.

Spencer, Jean E., Contemporary Local Government in Maryland, Bureau of Governmental Research, University of Maryland, 1965.

1973 Condensed Annual Report of the Comptroller of the Treasury, State of Maryland.

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STUDENT RESOURCE 1

DIRECTIONS: Place each of the people listed below in one or more appropriate categories according to the function or functions of government he/she performs. Some people may perform more than one function of government. Give a specific example of an action each person might take which would illustrate that particular function of government.

OFFICE	EXECUTIVE	LEGISLATIVE	JUDICIAL
1. Governor of Maryland			
2. Superintendent of Schools of Your County			
3. Your Social Studies Teacher			
4. County Tax Collector			
5. Student Council Representative in Your School			
6. Your School's Principal			

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STUDENT RESOURCE 2

Source: A Study of Local Government: Frederick County, Maryland
Maryland Technical Advisory Service, 1967. pages 18-23.

BOARD OF COUNTY COMMISSIONERS

The Commissioners are required to be available on a daily basis for the transaction of county business and at least one member of the Board is required to serve as an ex officio, non-voting member of all administrative boards and agencies of the county government which receive or expend county funds. All regular or special meetings of the Commissioners are open to the public. The Commissioners may, however, hold executive sessions from which the public is excluded; but no ordinance, resolution, rule or regulation can be finally adopted in executive session.

In order to coordinate and direct the various governmental activities of the county, the Commissioners hold scheduled monthly meetings with the department and agency heads on an individual basis. In addition, there is a scheduled quarterly meeting between the Commissioners and all department and agency heads. The Commissioners have also recently instituted a bi-monthly meeting with the mayors of the incorporated towns in order to discuss problems of common interest and to promote intergovernmental cooperation.

From the foregoing, it is apparent that the Board of County Commissioners combines both legislative and executive authority. The principal powers of the Board are derived from Section 3, Article 25 of the Annotated Code of Maryland. Additional powers are contained in the Frederick County Code. Some of their more important powers and duties are as follows:

1. To levy and collect taxes on assessable property.
2. To acquire and dispose of public property, and to acquire land for construction of buildings for county functions.
3. To appoint and remove county officers and employees except those provided for by the Constitution, public general law, or public local law, and to prescribe hours and days of work for appointed employees.
4. To establish a merit system for county employees.
5. To establish and maintain a system of pensions, retirement, and group insurance for county employees.
6. To grant franchises as provided under existing law.
7. To provide for the grading, paving, and repairing of roads and sidewalks, and the construction and repair of bridges.
8. To establish a county police department.
9. To lend or provide assistance to other political subdivisions on mutually agreeable terms.
10. To prevent and remove nuisances, and to prevent the introduction of contagious diseases into the county.
11. To provide for the collection and disposal of refuse and garbage.
12. To provide for the publishing of all laws, ordinances, resolutions, or regulations adopted by the Commissioners, and the annual statement of receipts and expenditures of the county.

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13. To establish and maintain reasonable facilities for public recreation.

14. To make agreements with other governmental agencies, including municipalities, for the joint performance of or for cooperation in the performance of any governmental function.

15. To create, change, or abolish offices and departments and to assign additional functions to offices and departments except that this authority does not extend to offices or departments established by the Constitution, public general law, or public local law.

16. To adopt building, housing, and plumbing codes.

17. To adopt a fire prevention code.

In addition to the above powers, the County Commissioners have the authority to establish a number of boards, commissions, and offices.

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STUDENT RESOURCE 3

GOVERNMENT TODAY

Source: Montgomery County--Its History and Government - Office of Information, Montgomery County Government, 1970, pages 17-19.

An Intricate Machine

The government of Montgomery County today is a highly complex machine geared to provide services for a population of 522,809 (as reported in the 1970 census). It has the challenging task of administering an area of slightly more than 500 square miles.

After 20 years under the Council-manager form of government, voters in November 1968 approved a change to an elected Executive-Council structure. The new Charter called for the election of the first County Executive in November 1970. The County Executive position is a full-time occupation, whereas the seven elected Council members serve on a part-time basi

The 1968 Charter provides for: an executive branch under the Executive and a legislative branch under the seven-member Council. The Charter calls for the operating departments to be supervised by a chief administrative officer--with a professional qualifications similar to those that were required for the County Manager's position under the previous organizational structure.

County government also provides a merit system for employees, an independent audit every year, and a system of centralized purchasing and competitive bidding.

Council Powers

The Council's authority under the new Charter covers the two broad areas of law-making; and zoning, planning and subdividing of land.

The Council sits in legislative session and exercises law making powers on the first three Tuesdays of each month, and other days as specified. It is empowered to enact, repeal or amend local laws for the County as stated by the Express Powers Act.

This Act, adopted by the Maryland General Assembly, set forth certain powers, including restricted law making powers, which could be exercised by the governing body of any Maryland County whose voters adopted a charter--or home rule--form of government.

The Council's legislative powers are limited in that it cannot enact laws for any incorporated town, village, municipality or special taxing area on any matter covered by the powers granted to these jurisdictions.

All legislation, except emergency legislation, becomes law 75 days after enactment by the Council, unless a later date is specificed. Emergency legislation, which is limited to the immediate protection of public health or safety, becomes law upon enactment.

Council-enacted legislation may be submitted to voter referendum upon petition by five percent of the qualified voters. Exceptions are laws on taxes, councilmanic districts, bonds, and some other fiscal matters.

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County Executive

The elected Executive duties are comparable to those of the governor in State government. As head of the executive branch of the County government, he administers County ordinances and State laws that are enforced locally; and administers Executive and Council regulations.

The Executive has power to veto Council-passed legislation (except as related to zoning, planning or subdividing of land). However, the veto can be overridden by the Council with five affirmative votes.

The Executive appoints a Chief Administrative officer who directly oversees the day-to-day administration of County government by supervising County government departments and agencies.

Each year, the Executive submits to the Council a budget compiled and issued in three parts: the operating and expense budget; the capital or construction budget; and six-year programs for public services, capital improvements, and fiscal policy. Public hearings are held before the budget is adopted.

County Departments

A chief administrative officer, with professional administrative qualifications, assists the Executive in carrying out the governmental function. Under direction of the Executive, the administrative officer supervises all departments, offices and agencies of the Executive Branch. Included among these are the county attorney, finance, police, public works, welfare, program coordination, and community development.

STUDENT RESOURCE 4

Source: Contemporary Local Government in Maryland, Jean E. Spencer, pages 46 - 47.

THE COUNTY GOVERNING BODY

The fundamental governing body for the non-charter county in Maryland is that of the board of county commissioners and for the charter county the county council. Constitutional provisions governing the former state that the commissioners shall be elected on a general ticket for a term of four years, that their number, compensation powers and duties shall be prescribed by law, and that they be elected at such times in such numbers and for such periods as may be prescribed by law. For the charter county, the Constitution stipulates that "the power heretofore conferred upon the General Assembly to prescribe the number, compensation, powers and duties of the County Commissioners in each County...are hereby transferred to the voters of each County..., provided that said powers so transferred shall be exercised only by the adoption or amendment of a charter...."

The size and method of election of county governing bodies in Maryland today, vary from county to county; most of this variation has resulted from local legislation but is variation within observable limitations.

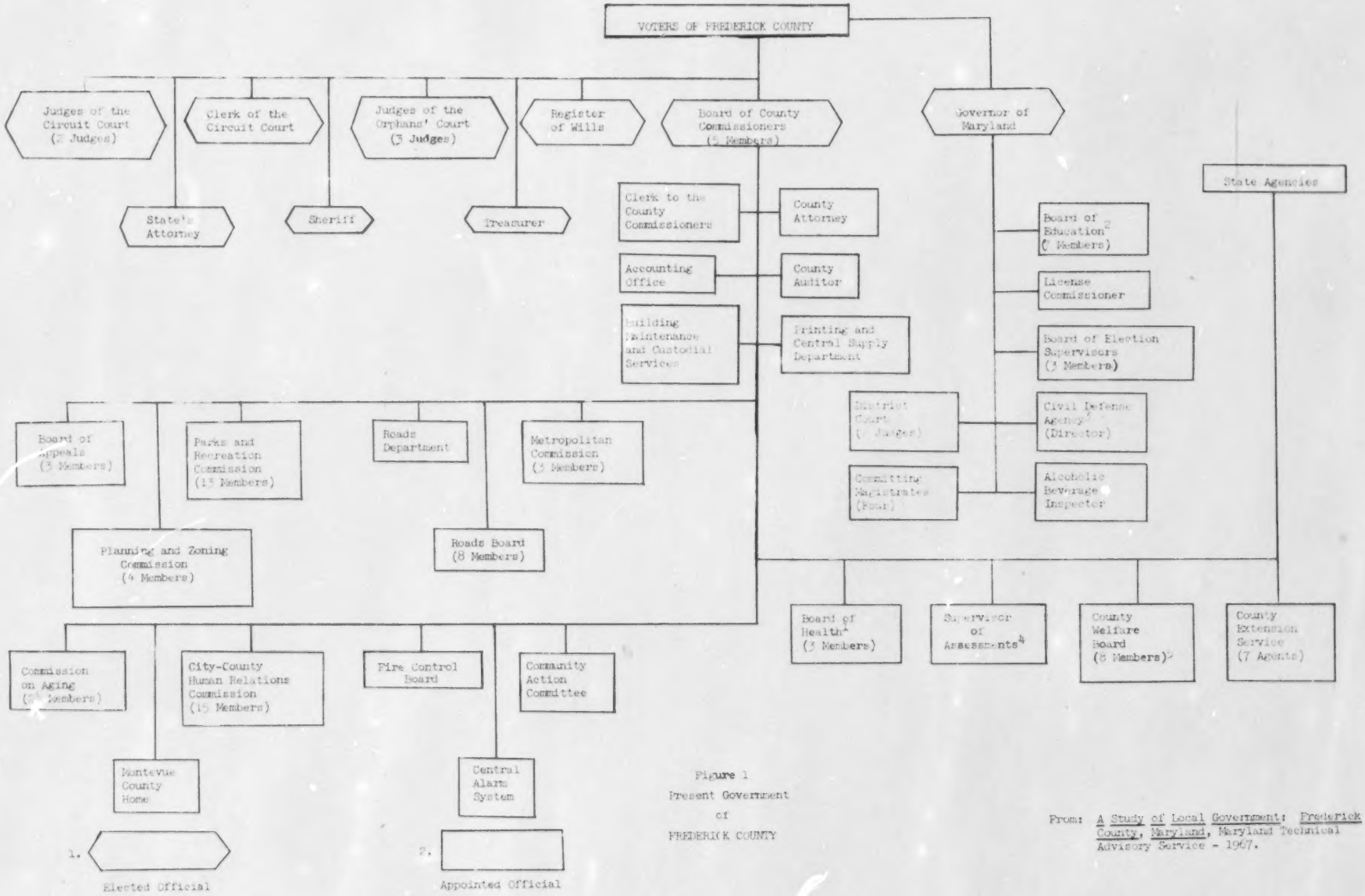


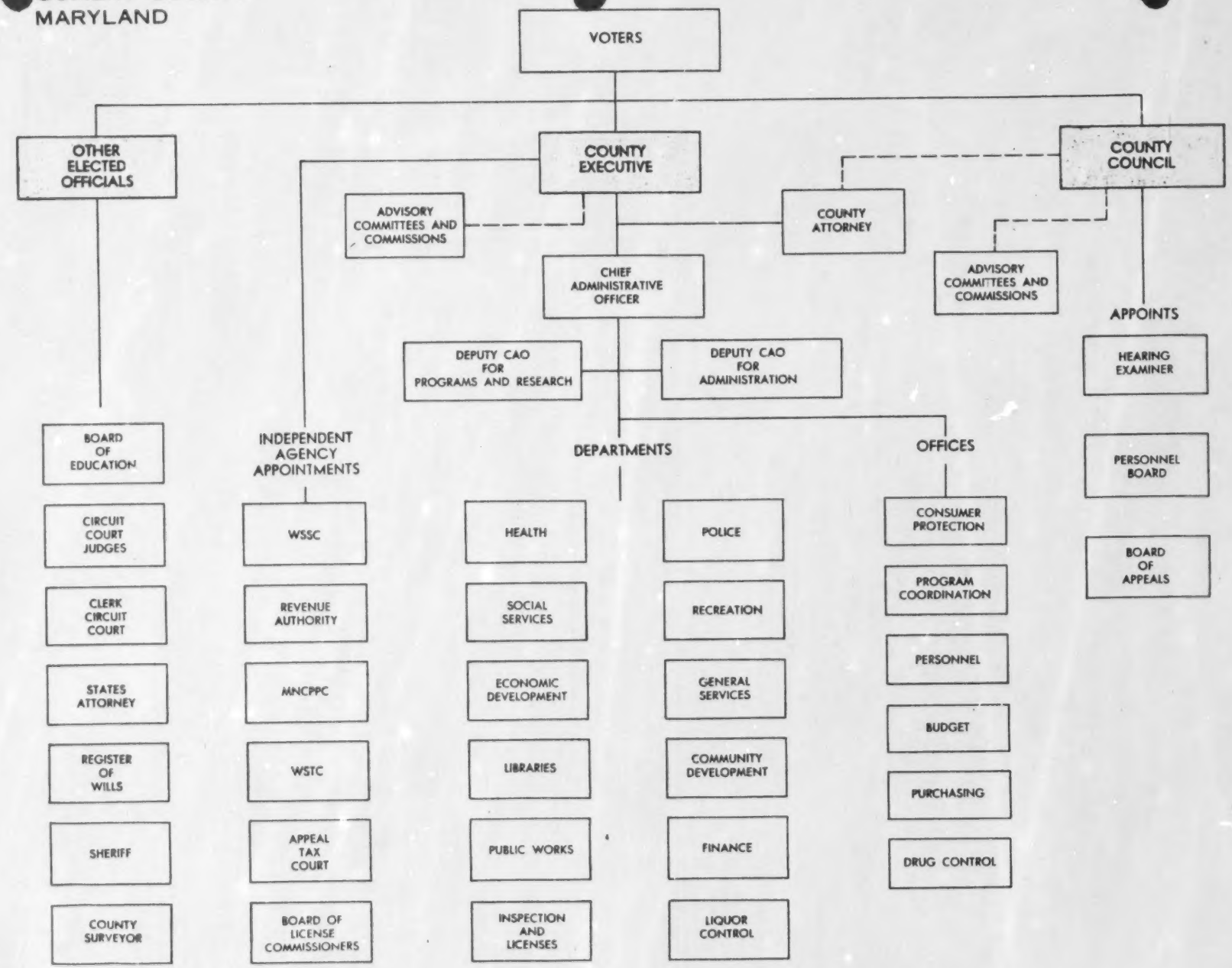
Figure 1
Present Government
of
FREDERICK COUNTY

From: A Study of Local Government: Frederick County, Maryland, Maryland Technical Advisory Service - 1967.

19200

STUDENT RESOURCE 6

MONTGOMERY COUNTY
MARYLAND



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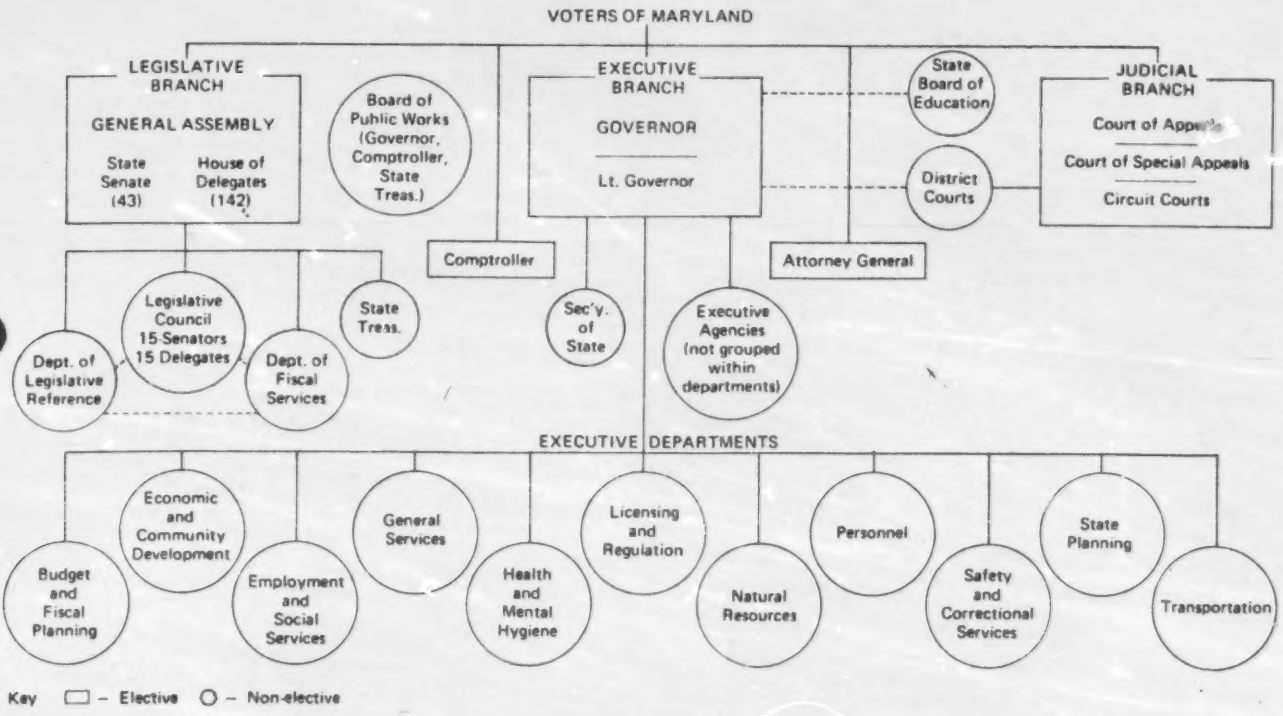
STUDENT RESOURCE 7

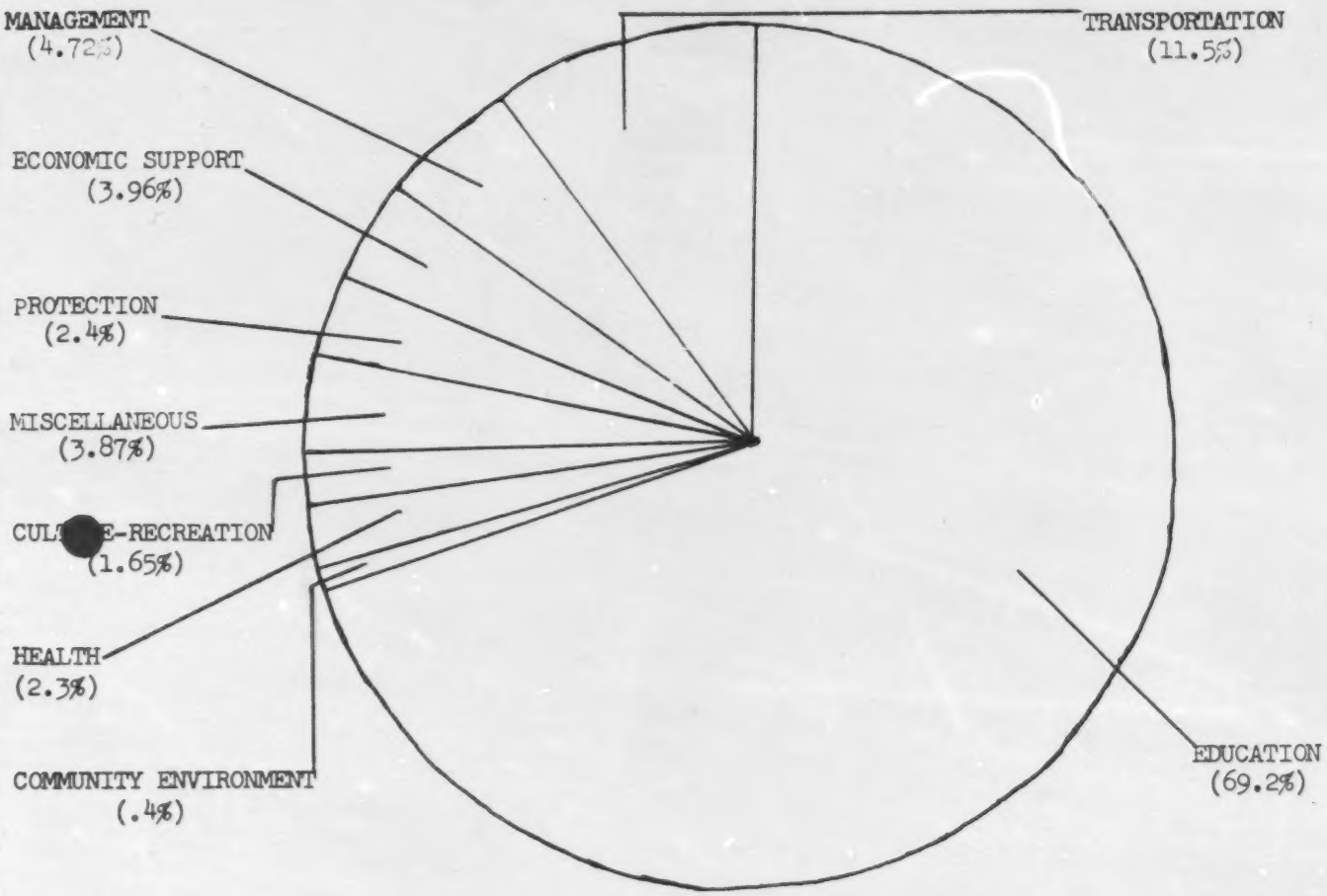
Maryland State Government Organization



Source: The 1973 Condensed Annual Report of the Comptroller of the Treasury State of Maryland

STUDENT RESOURCE 8

EXPENDITURES, FREDERICK COUNTY - 1967-68

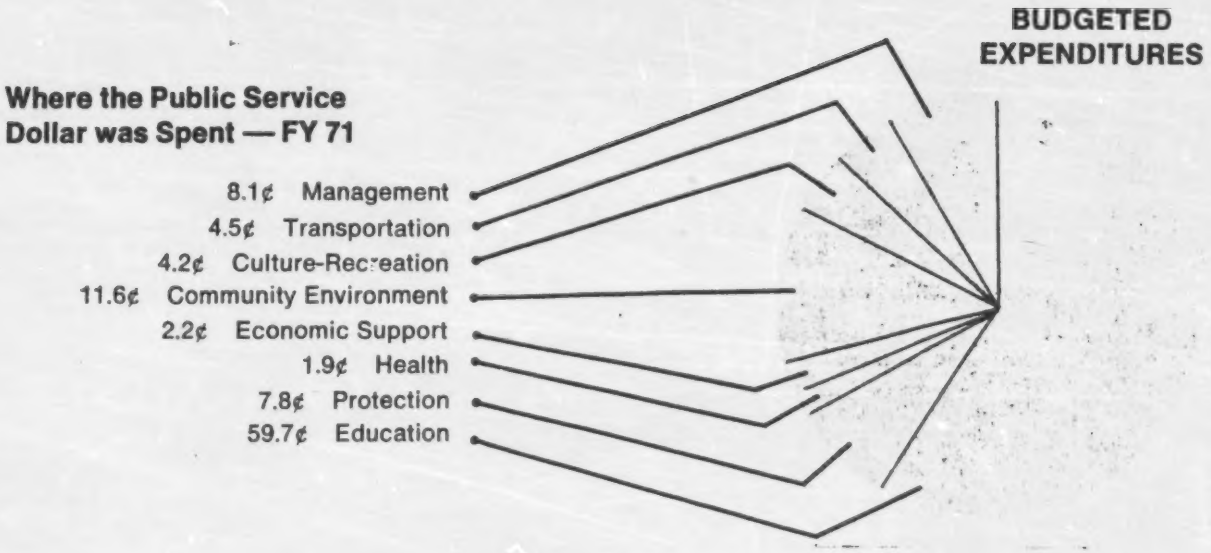


For Student Resources 7 and 8 the categories can be further broken down as follows:

Transportation -roads, mass transit, aviation
Culture-Recreation - libraries
Community Environment - housing environmental protection, solid waste disposal, sewer and water
Economic Support - stimulation of business and promotion of new industry, public assistance
Protection - police, courts, fire protection, dog pound, civil defense

STUDENT RESOURCE 9

MONTGOMERY COUNTY, MARYLAND



Source: 1971 Annual Report - Public Service in Montgomery County

EXPENDITURES

Where the money was spent
Fiscal Year 1973

STATE OF MARYLAND

PUBLIC EDUCATION 30.4%

HEALTH AND SOCIAL SERVICES 25.6%

ADMINISTRATIVE PUBLIC SAFETY, ETC. 10.4%

DEBT SERVICE 5.0%

HIGHWAYS AND TRANSPORTATION 14.5%

CONSTRUCTION OF STATE BUILDINGS AND FACILITIES 10.8%

CASH DISTRIBUTIONS TO LOCAL GOVTS 3.3%

Source: The 1973 Condensed Annual Report of the Comptroller of the Treasury State of Maryland

STUDENT RESOURCE 11

HOME RULE CHARTER FOR RURAL COUNTIES

by Richard E. Cullen

Attorney to the Board of Commissioners, Wicomico County, Maryland

An Address Before the 1963 Annual Conference of the
Maryland County Commissioners Association

WHY A CHARTER

In 1939, Wicomico County had 30,000 people. By 1950, the number had grown to 40,000 and reached 50,000 in 1960, a growth rate of 20% every ten years. From this increase in population, we have discovered that these 20,000 people have moved mostly within a radius of 2 or 3 miles of the central core city, Salisbury. The city's population has been static since 1950 at about 17,500. In the area around the city, there are between 15,000-18,000 people. This fact required the County to act in furnishing these people with municipal services.

We found that every time we wanted to extend municipal services into this area, we had to go to the legislature and have legislation enacted. Many times we scanned the laws of the other Counties, trying to adopt them to our local situation. Some of these we had passed, only to find that they did not work in our County.

Financial Limitations

Here are three specific illustrations why our County decided that it should go into the study of a charter. One concerned a large corporation which manufactures boats in the county. About four years ago, the company came to the County government stating that it must have a water line to its plant or it might have to leave. If it could obtain the water line, it would increase the size of the plant to a point where two or three hundred additional employees would be hired; but, it would take $40,000.

This was in April. The long session of the Legislature had just adjourned. The County had no way of furnishing the money. The City of Salisbury wanted that business in the fringe area. The City came to the County government and said, if the County would guarantee that it could have the legislation passed to put in the water line to pay for at least one-half of it, the City would advance the money. Under the municipal home-rule powers, the City had the power to borrow the $40,000. So the County Commissioners, after much soul-searching, finally said, "well, we don't have the power, but you go ahead and put it in on our verbal say and we will obtain authority from the Legislature when they meet a year and a half from now." The authority was given, the money was repaid. However, the City drove a hard bargain with the County before they would put up the money; consequently, the County never has been too happy with the agreement.

Another illustration involved the Peninsula General Hospital. The County is very proud of its hospital. It is one of the largest in the State, with 275 beds. The hospital wanted to increase its size

to over 400 beds. It had received money from the Federal government to construct a new million and a half dollar building. Officials of the hospital came to the County Commissioners--and these things always seem to come right after the long session of the Legislature--and said $37,500 was the amount of the pledge they needed.

Statutory Restrictions

The County has an old local law, passed in 1901, that allowed it to give $500 a year to the Peninsula General Hospital, and that was all. So again, the County Commissioners, after much soul-searching, said, "well, we'll stick our necks out again. The only thing that could happen is a taxpayer's suit. We will go ahead and pledge the $37,500 over a five-year period and we will attempt to obtain legislation." The Legislature did pass the law and the County Commissioners were let off the hook.

Another matter we ran into was oysters. We are engaged in the oyster business, like many of the other Eastern Shore Counties. The Federal government, when it dredges a river, requires an indemnification agreement from the County. We discovered that in 1956 the Legislature had repealed the law which they passed for the WPA giving the County the right to enter into such agreements with the Federal Government.

The Wicomico River had been silting for a number of years--it needed re-dredging badly; however, we had to hold that project off for two years until we could get legislative authority.

STUDENT RESOURCE 12

Source: COUNTY HOME RULE IN MARYLAND

by William S. Ratchford, II, Executive Secretary
Maryland Association of Counties - pages 1-7

Support for "home rule" is a position being taken by many persons actively involved with county government, either as public officials or as interested citizens. However an individual views home rule, its general impact is to grant greater authority to county governments over county affairs. Several factors have increased the interest in home rule throughout Maryland during recent years. One is a concern by citizens about the operation of their county governments and a desire on their part to see local decisions made at the county level. Another is the impact of reapportionment on the Maryland General Assembly with some modification in the traditional local legislative process. Also, Legislators are expressing more of a willingness to divest themselves from having to consider so much local legislation.

These and other factors have resulted in greater emphasis on the form home rule should take rather than should home rule be considered. This is not to infer that home rule will be an immediate reality for all counties. But it is indicative that home rule is seriously considered in parts of Maryland where it was not being discussed five years ago; and that some form of home rule for most Maryland counties seems quite likely within the next decade.

There are constitutional ways to achieve county home rule - charter or code. In addition, there is statutory home rule whereby the General Assembly grants discretionary authority to the county governing body. The distinction between constitutional and statutory home rule is that under the former, the General Assembly is limited in the way it may take action regarding county governments; whereas in statutory home rule what is granted in one session to a particular county may be withdrawn at a subsequent session.

Actually in one sense there has been county home rule in Maryland, in that many decisions regarding county government have been made on a county-by-county basis by a county's legislative delegation in Annapolis. In this manner certain flexibility has been achieved in the development of county government. What constitutional home rule provides is a transfer of the authority over this local legislation from the General Assembly (or more particularly the county's delegation at Annapolis) to the county governing body. At the same time the authority is transferred, the General Assembly is prohibited from enacting certain types of local legislation for that county. In other words, the transfer of authority (or political power if one wishes to view it in these terms) provides an exclusive transfer of authority (there are some exceptions to this)rather than a concurrent one and can only be reversed by action of the county governing body approved by the citizens. Irrespective of the legislative authority being exercised by the State or by the county, the citizens' right of referendum remains the same.

Constitutional home rule, whether charter or code, does not place the counties beyond the authority of the General Assembly. The

legislature can still pass enactments dealing with government, powers, and functions of the counties, but in doing so enactments must be of a general nature dealing with all the counties which have charters or all the counties within one class that have adopted code status. This type of general law usually leaves discretion regarding details or implementation to the county governing body.

The General Assembly has for years enacted statutes applicable to all counties, whether having home rule or not having home rule. In many instances counties subsequently have been exempted from such laws or additional provisions for a single county have been added. In this type of situation the statewide applicability of laws has been determined by the General Assembly, and a tradition of legislative courtesy regarding local laws or local exemption has been quite prevalent.

This transfer of legislative authority under constitutional county home rule places the decision-making authority for county affairs in the courthouse rather than the State House. With the authority comes increased responsibility, for the citizen generally can bring his influence to bear at the county level easier than at the State level. Consequently, decisions under home rule are pin-pointed in the county governing body, not shared with the members of the General Assembly.

As a corollary, the General Assembly is relieved of its responsibility for county affairs and is given more time to devote to statewide matters. Very seldom does local legislation evoke debate in the General Assembly but the mechanics of enacting local laws do demand time when the Senate and the House of Delegates are in session, and local legislation does demand time of individual legislators when they have committee meetings or other items of statewide legislative business to consider.

Under both charter and code home rule, the General Assembly is prohibited from enacting certain types of local laws for the counties. These local laws are primarily those which pertain to the county government. There are other local laws enacted by the General Assembly such as those dealing with the judicial system or with licensing and sale of alcoholic beverages that are not effected by county home rule. In the past three sessions over half the laws enacted by the General Assembly have been local laws dealing with one or two or more counties, but not with the entire State. Approximately one-third of the local laws would be eliminated if all counties had home rule, whether charter or code.

Charter home rule and code home rule have some similarities and some differences. Both provide a basis for this transfer of local legislative authority. Both place the prime authority for the county government at the county level. Both provide the citizens, through referendum, a means to approve the county acquiring home rule status. Both provide essentially the same power and functions for the county, although there may be changes in the future. The major difference is the manner in which home rule is acquired and any modification of the structure and organization of the county government.

Local Legislative Procedure Under Home Rule - The salient feature of home rule is the transfer of legislative authority from the General Assembly to the county governing body. Consequently, the legislative process at the county level must provide procedural safeguards for the citizen similar to those of the General Assembly.

For charter home rule Article XI-A stipulates that the county legislative body be designated the "county council," limits the legislative days to 45 each year as designated in the charter, and requires all law enacted to be published three times at weekly intervals. The other aspects of legislative procedure are found in the individual county charters. These provisions include a requirement for public legislative sessions, each proposed bill cover only one subject described in its title, posting of bills on bulletin boards and availability of copies, a time interval between introduction and passage; emergency bills which may be passed within a shorter time interval or take effect immediately, requirement for a majority of the total council membership to pass a law, veto by the elected executive which may be overridden or a veto by the county council in its executive capacity, effective dates for legislation, and referendum by petition.

Code home rule stipulates in Article XI-F that the legislative power will rest with the County Commissioners and that any local law may be petitioned to referendum by the registered voters. A minimum number of signatures is set at five per cent but the General Assembly is given authority to modify this number and to establish other legislative procedures. Code home rule provides a mandatory guarantee of the right to petition local laws to referendum, whereas charter home rule does not, but it is unlikely a charter would ever be adopted that did not provide this guarantee.

The legislative process, whether in a charter county or code county, would be virtually the same with the citizen afforded the same procedural safeguards that are available when local legislation is enacted by the General Assembly. In a charter county the procedures are included primarily as part of the charter; in a code county these are spelled out in general law enacted by the legislature.

Structure of County Government - Many people assume that home rule automatically brings about a change in the basic structure of a county government. This is not mandated under home rule, although experience with charter home rule indicates that the writing of a charter, by the very nature of the process, has brought about a change from the existing structure of the charter counties. This is because the five-member charter board views the existing structure of government, makes its determination as to what this structure should be, incorporates the proposed structure into a charter, and presents the document to the citizens for approval or rejection. Charter boards have not written the existing structure into the charter, although there is no reason why they could not do so.

There basically are three forms of county government in Maryland (with some variations in each form), and any one of these could exist under charter home rule, under code home rule, or if there was no

home rule at all. The major distinction among the three basic forms involves the separation of the executive and legislative powers. In the elected executive-council form of government there is a separation of powers similar to the separation between the President and the Congress in the United States government, the Governor and the General Assembly in the State government, and the Mayor and the City Council in many municipal governments. This type of government is found in the charters for Anne Arundel and Baltimore counties where the elected county executive is responsible for proposing a budget, making appointments, implementing programs and policies, and administering the government. The County Council is responsible for adopting the budget, confirming major appointments, establishing programs and policies, and enacting laws and ordinances. Variations in this form evolve around how much authority is exercised by the elected executive and what checks the Council has on his actions. The variations, dealing with veto power, confirmation of appointments and discretion left in legislative enactments, result in terms such as "strong executive" or "weak executive." The executive form of government is found in the proposed Howard County Charter.

The second form is the council-manager where the elected Council exercises the legislative power and retains as a group the ultimate executive power, but many of the actual executive functions are vested in an appointed manager. This official is responsible for budget preparation, making certain appointments, and administering the government. Unlike the elected executive the manager has no veto power over legislative enactments and because of the appointive nature of his position is not as likely to be as influential in policy determinations as an elected executive. There are variations in what authority and discretion are exercised by the appointed manager, and this varies not only in a legal sense but also in the actual practice that evolves between a manager and a manager form of government although a proposed revision of the Montgomery Charter to be voted upon in the 1968 general election would substitute the elected executive form after 1970. The council-manager form of government exists to a large degree in Harford County where the position of Director of Administration created in 1966 contains much of the power and authority of a county manager position, although the Board of County Commissioners does not exercise the legislative authority of a County Council because Harford is not a home rule county.

The third form of government is where the legislative and executive powers are vested in one governing body and are exercised by the governing body without subsequent delegation of the executive function except through informal means. In Maryland many people associate this form of government as being the "commissioner" form although this designation is not absolutely accurate and is not a mandatory structure for counties without home rule. A more accurate description would be the "board" structure of government not the "commissioner" structure for the "commissioner" or "commission" structure usually refers to a town government where each elected commissioner has specific administrative responsibility for a phase of the government in addition to serving as a member of the governing body. In cities and towns elected members of the town commissions are frequently referred to as the Fire Commissioner, the Sewer Commissioner, the Finance Commissioner and so on. Actually, no Board of County Commissioners in Maryland

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legally divides up the county agencies and assigns specific administrative responsibility for some agencies to one commissioner, although some County Commissioners do develop an expertise in a particular subject, or serve in a liason or ex-officio capacity with certain agencies.

In the "board" form although the legislative power, in so far as ordinances are concerned, and the executive power are legally vested in all Boards of County Commissioners, some variation as to the structure of government has occurred through the local law process. The creation of a quasi-manager position in Harford County is one example and similar positions have been authorized in Caroline and Kent counties. Several Boards of County Commissioners employ administrative assistants or assign administrative responsibility to the clerks even though there is no formal separation of functions. In Charles and Prince George's counties, the position of President of the Board of County Commissioners is viewed as a full-time position with the President bearing more responsibility for day-to-day operations of the county. Although this variation in no way involves a separation of executive and legislative powers it does emphasize the administrative responsibility for one elected official rather than the collective administrative responsibility of the entire board.

Just prior to the creation of the charter board in Howard County, a local law was enacted in 1965 which created the elective position of Executive Commissioner. This position contained many of the powers regarding the budget, appointments, and administration that would be authorized for an elected executive position but rather than a veto over legislative enactments, the executive commissioner would continue to serve as a member of the five-member Board of County Commissioners. This arrangement provided for a partial separation of executive and legislative functions but not a complete separation of executive and legislative power. The law was never put into effect for its effectiveness was subject to a referendum at a special election in 1965 but it was petitioned to referendum so it had to be voted upon at the general election in 1966. Consequently, the law could not have been implemented and, subsequently, a charter board was selected which proposed an elected executive.

This somewhat lengthy analysis of the structure of county government in regards to the separation of executive and legislative powers is indicative that there is not an absolute relationship between home rule and a separation of powers. Both the elected executive-council and council-manager structures of government exist under charter home rule. There is no reason why a charter could not provide for the "board structure" of government, that is to place executive and legislative authority in the county council and not provide for any delegation of executive function to a manager type of position. Nor is there any reason why an elected executive-Board of County Commissioners, Board of County Commissioners-manager, or a "board" structure of government cannot come into being under code home rule or come into being without any home rule at all.

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Tri-County Workshop on Government
Carroll County Public Schools
Westminster, Maryland 21157
Summer, 1974

MATERIALS EVALUATION INQUIRY

Title of LAP covered by this evaluation _____

County in which LAP was employed _____ Grade level _____

Course in which LAP was used _____

Number of days spent on LAP _____

DIRECTIONS: Please complete the following rating scale for each of the questions listed below.

	EXCELLENT	GOOD	FAIR	POOR
1. Were the objectives clear and concise?	1	2	3	4
2. Did the activities included in the LAP satisfy the stated objectives?	1	2	3	4
3. Were there a sufficient number of alternative activities for the accomplishment of each objective?	1	2	3	4
4. Were the activities of a practical nature?	1	2	3	4
5. Were the resources necessary to carry out the various activities readily available?	1	2	3	4
6. Was the pre-test functional in establishing the learning entry level of your students?	1	2	3	4
7. Did your students find the self-assessment instrument valuable in terms of preparing for the post-test?	1	2	3	4

8. Was the post-test a comprehensive evaluation of the activities and the objectives contained within the LAP?

1 2 3 4

9. Were the teacher answer sheets for the three evaluation instruments complete and accurate?

1 2 3 4

10. What was the reaction of your students to the LAP?

1 2 3 4

11. Did your students have any trouble understanding the directions in the LAP?

1 2 3 4

12. Did the LAP hold the interest of your students?

1 2 3 4

Please respond to the following questions in a full and complete manner.

1. What were the major strengths of the LAP?

2. What were the major weaknesses of the LAP?

3. Which activities proved to be troublesome and in need of revision? Please be specific about the activity number and the specific problems which were encountered.

4. Would you recommend the inclusion of certain activities which seem to be logical, yet omitted? Be as specific as possible.

5. Do you have any suggestions of a general nature?